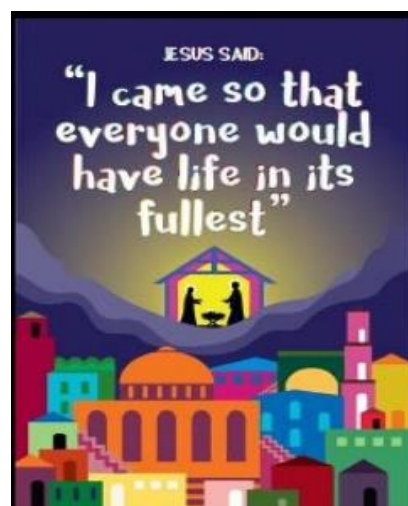




## St. Luke's CE Primary School

Where children *flourish*, are *happy* and *succeed*. Living their life to the full.

Believe and Achieve



Working together to be happy; to flourish; to succeed through our Christian Values of friendship, love, patience, forgiveness, trust and respect.

***“I have come that they may have life and have it to the full.”  
John 10:10***

## St Luke's CE Primary School Educational Visits Policy



March 2021

## Overview

### Intent

At St Luke's CE Primary School, we see the benefits to learning outside the classroom and educational visits to be crucial to the 'Catch Up' and recovery to learning post pandemic. We have seen real disruption to our routine, and the traumas faced by pupils, parents and staff has affected us all in very different ways. The opportunities to rebuild trust and relationships are much greater whilst out of the classroom. Being outside also encourages physical activity, at a time where some of our school community haven't been able to leave the house for a long period of time.

### Implementation

Learning outside the classroom activities and educational visits and are used as teaching and learning tools for the delivery of elements of St Luke's CE Primary School statement of Intent

### Impact

Learning outside the classroom activities and educational visits have clear and measurable aims which link to St Luke's statement of intent/curriculum intent. The impact contributes to pupil's attainment and progress. St Luke's approach to the evaluation of activities and visits is set out in this policy.

## Context

We believe that educational visits are an integral part of the entitlement of every pupil to an effective and balanced curriculum. Appropriately planned visits are known to enhance learning and improve attainment, and so form a key part of what makes St Luke's CE Primary a supportive and effective learning environment. The benefits to pupils of taking part in visits and learning outside the classroom include, but are not limited to:

- Improvements in their ability to cope with change.
- Increased critical curiosity and resilience.
- Opportunities for meaning making, creativity, developing learning relationships and practicing strategic awareness.
- Increased levels of trust and opportunities to examine the concept of trust (us in them, them in us, them in themselves, them in each other).
- Improved achievement and attainment across a range of curricular subjects. Pupils are active participants not passive consumers, and a wide range of learning styles can flourish.
- Enhanced opportunities for 'real world' 'learning in context' and the development of the social and emotional aspects of intelligence.
- Increased risk management skills through opportunities for involvement in practical risk-benefit decisions in a range of contexts. i.e. encouraging pupils to become more risk aware as opposed to risk averse.
- Greater sense of personal responsibility.
- Possibilities for genuine team working including enhanced communication skills.
- Improved environmental appreciation, knowledge, awareness and understanding of a variety of environments.
- Improved awareness and knowledge of the importance and practices of sustainability.
- Physical skill acquisition and the development of a fit and healthy lifestyle.

## Application

Any visit that leaves the school grounds is covered by this policy, whether as part of the curriculum, during school time, or outside the normal school day.

In addition to this Educational Visits Policy, St Luke's CE Primary:

1. Adopts the Local Authority's (LA) document: '**Policy for Educational Visits and Activities Linking to OEAP National Guidance**' (All staff have access to this via Evolve).
2. Adopts National Guidance [www.oeapng.info](http://www.oeapng.info), (as recommended by the LA).
3. Uses EVOLVE for off-site activities beyond the local learning area.

All staff are required to plan and execute visits in line with school policy (i.e. this document), Local Authority policy, and National Guidelines. This is also a requirement of the LA's trips & visits insurance policy for schools. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

## Types of Visit & Approval

There are three 'types' of visit:

1. **Visits/activities within the 'School Learning Area' that are part of the normal curriculum and take place during the normal school day.**  
These follow the 'School Learning Area' Operating Procedure (Appendix 1).
2. **Other non-residential visits within the UK that do not involve an adventurous activity.**  
These are entered on EVOLVE by the visit leader and submitted to the EVC for checking. The EVC then submits to the Head for approval.
3. **Visits that are overseas, residential, or involve an adventurous activity.**  
As above, but the Head authorises and then submits to the LA for approval.

### Timescales

St Luke's CE uses the Evolve system to plan, manage and record educational visits.

Visit Leaders should plan and prepare visits allowing time for internal and external vetting and approval as required. Normally this will mean that visit plans should be submitted to the EVC by the following deadlines:

- 3 to 6 months before departure for Overseas Visits
- 4 weeks before departure for Residentials
- 4 weeks before departure for Adventure Activities
- 2 weeks before departure for other types of visit

If for any reason these deadlines cannot be met, clarification and approval should be sought from the EVC.

## Roles and responsibilities

**Visit leaders** are responsible for the planning of their visits, and for entering these on EVOLVE (where required). They should obtain outline permission for a visit from the Head Teacher or EVC prior to planning, and certainly before making any financial commitments. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements.

**The Educational Visits Coordinator (EVC)** is Kate Spears-Corry (Deputy Head), who will support and challenge colleagues over visits and learning outside the classroom (LOtC) activities. The EVC is the

first point of contact for advice on visit related matters, and will check final visit plans on EVOLVE before submitting them to the Head. The EVC sets up and manages the staff accounts on EVOLVE, and uploads generic school documents, etc.

**The Head Teacher** has responsibility for authorising all visits, and for submitting all overseas, residential or adventurous activity visits to the LA for approval, via EVOLVE.

**The Governing Body's** role is that of a 'critical friend' and it will:

1. Adopt and periodically review this policy, as required.
2. Ensure there is a competent Educational Visit Coordinator (EVC) in place who meets the requirements outlined in 'National Guidance' and has completed the Employer's EVC Training Programme and any updates as required.
3. Review the range of visits provided by the school via a report submitted twice a year by the EVC.

The EVC reports to the curriculum committee regarding the visits taking place on a termly basis, their educational relevance and the process of risk assessing each trip. This is a standard agenda item for each curriculum committee. The EVC also reports on the annual arrangements for casual visits and parental consent. Governors are encouraged to ask questions and suggestions reading the H&S of all trips and their value to pupils' education.

**The Local Authority** is responsible for the final approval (via EVOLVE) of all visits that are either overseas, residential, and/or involve an adventurous activity.

## Evaluation

We evaluate activities and visits using the evaluation tool on Evolve, ensuring that the evidence base is clear, which might include:

1. The impact on learning; in addition to usual assessment methods, we use
  - Photographs / Video
  - Of specific processes –measuring, data collection, data recording, use of creative language, sequencing etc.
  - Pupil Voice
  - Develop questionnaires to capture physical activity levels & happiness
  - Look at other measures (e.g. attendance, behaviour.)
2. The arrangements (e.g. risk assessments, value for money, lessons learned)

## Staff Competence

St Luke's CE recognises that staff competence is the single most important factor in the safe management of visits, and so we support staff in developing their competence in the following ways:

- An apprenticeship system, where staff new to visits assist and work alongside experienced visit leaders before taking on a leadership role.
- Supervision by senior staff on some educational visits.
- Support for staff to attend training courses relevant to their role, where necessary.

In deciding whether a member of staff is competent to be a visit leader, the Head Teacher will take into account the following factors:

- Relevant experience.

- Previous relevant training.
- The prospective leader's ability to make dynamic risk management judgements, and take charge in the event of an emergency.
- Knowledge of the pupils, the venue, and the activities to be undertaken.

## Emergency procedures

**A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the visit leadership team.**

The school has an emergency plan in place to deal with a critical incident during a visit (see Appendix 2). All staff on visits are familiar with this plan and it is tested at least bi-annually and following any major staffing changes.

When an incident overwhelms the establishment's emergency response capability, or where it involves serious injury or fatality, or where it is likely to attract media attention then assistance will be sought from the local authority.

## Educational Visits Checklist

St Luke's Educational Visits Checklist forms part of the risk management process for visits and off-site activities. This has been adapted from the LA's generic checklist. A visit should only go ahead if the answer to all relevant questions is 'YES'. St Luke's CE Educational Visits Checklist may be downloaded from EVOLVE Resources.

## Parental Consent

Consent is not required for activities within the School Learning Area that are part of the normal curriculum during normal school time.

The school obtains blanket consent at the start of each year for this and certain other routine activities, e.g. after school fixtures, etc.

Specific, (i.e. one-off), parental consent must be obtained for all other visits. For these visits, sufficient information must be made available to parents (via letters, meetings, etc), so that consent is given on a 'fully informed' basis.

## Inclusion

St Luke's is committed to inclusion and will include all students in our offsite activities wherever this is reasonably practicable.

St Luke's is an inclusive school that ensures all pupils access all aspects of the curriculum which includes trips and visits.

Pupils' participation on trips is assessed on the basis of health safety of each pupil and the health and safety of the group. Where this represents an unnecessary risk that cannot be properly risk assessed then consideration is given to the appropriateness of the trip or the participation of individual pupils for example excessive behaviour which may seriously undermine the physical or emotional state of pupils. No child is prevented from attending a

trip based on a protected characteristic (for example disability) and all activities are risk assessed and adapted where necessary. In this way the school complies with all aspects of the 2010 Equality Act.

## **Charging / funding for visits**

Parental contributions

## **Transport**

Follow LA guidance. Use LA recommended transport.

### **Use of staff cars to transport pupils –**

Only staff who have complete LA EV6 forms are to transport pupils.

## **Insurance**

LA Insurance taken out annually.

## Appendix 1 – School Learning Area

The boundaries of the territory are shown on the attached map. This area includes the following frequently used venues:

- A – St Luke's Church
- B – Queens Park
- C – Heywood Sports Village
- D – Morrison's
- E – Allotments
- F – Cricket Club
- G – Sponsored Walk
- H – Heywood Library

We use this area for a variety of learning activities and approved staff are allowed to operate in this area without completing the visit approval process so long as they follow the agreed standard operating procedure. The EVC and the office maintain a list of currently approved staff.

### General

Visits/activities within the 'School Learning Area' that are part of the normal curriculum and take place during the normal school day follow the Operating Procedure below.

These visits/activities:

- do not require parental consent.
- do not normally need additional risk assessments / notes (other than following the Operating Procedure below).
- do not need to be recorded on EVOLVE.
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### Operating Procedure

The following are potentially significant hazards within our extended territory:

- Road traffic
- Other people / members of the public / animals
- Losing a pupil
- Uneven surfaces and slips, trips, falls
- Weather conditions
- Activity specific issues when doing environmental fieldwork (nettles, brambles rubbish etc)
- Lake, River

These are managed by a combination of the following:

- The Head or Deputy Head must give verbal approval before a group leaves. Only staff judged competent to supervise groups in this environment are approved. A current list of approved staff is maintained by the EVC.
- The concept and operating procedure of the extended learning terrain is explained to all new parents when their child joins the school.
- There is always a minimum of three adults. Staff are familiar with the area, including any 'no go areas' and have practiced appropriate management techniques.



- Children have been trained and practiced standard techniques for road crossings in a group.
- Children are fully briefed on what to do if they become separated from the group.
- All remotely supervised work in the extended territory is done in 'buddy' pairs as a minimum.
- Children's clothing and footwear is checked for appropriateness before leaving school.
- Staff carry student medical information and emergency contact details (collect this from the office on the way out).
- Staff will deposit in the office a list of all pupils and staff, a proposed route and an estimated time of return. A school mobile is taken with each group and the office have a note of the number.
- Appropriate personal protective equipment is taken when needed (eg gloves, goggles). *Marked on map.*
- Specifics to deal with in the local area;
  - When visiting St Luke's Church for St Luke's Day all classes to cross over Queen's Park Road directly in front of the school gates.  
All classes to follow on directly from each other and adults, who do not have 1:1 responsibilities to be responsible for stopping the traffic.  
Head teacher or Deputy Head to cross over each class at York Street.
  - When visiting Queen's Park classes to walk at least 10 metres up Heywood Hall Road before crossing.

There will normally be a minimum of two adults. The key determinant will always be 'what would the pupils do if the only adult collapsed?'

## Appendix 2 – Emergency Procedure

Our plan in an emergency is:

1. There is always a nominated emergency base contact for any visit (during school hours this is the office).
2. This nominated base contact will either be an experienced member of the senior management team, or will be able to contact an experienced senior manager at all times.
3. For activities that take place during normal school hours, the visit leadership team will be aware of any relevant medical information for all participants, including staff.
4. For activities that take place outside normal school hours, the visit leadership team and the emergency contact/s will be aware of any relevant medical information and emergency contact information for all participants, including staff.
5. The visit leader/s and the base contact/s know to request support from the local authority in the event that an incident overwhelms the establishment's emergency response capability, involves serious injury or fatality, or where it is likely to attract media attention.
6. For visits that take place outside the School Learning Area, the visit leader will carry an EV7
7. This Emergency Procedure is tested through both desk top exercises and periodic scenario calls from visit leaders.

