





Policy for Educational Visits, Outdoor Learning and Adventurous Activities

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	Print name	Signature		Date	
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Harden's Policy on Educational Visits

The school has formally adopted, through its Governing Body, the Bradford Guidelines for Off Site Visits and Activities. Further school procedures have been agreed with the Governing Body to ensure that this policy is adhered to.

Aims and Purposes of Educational Visits

The school has a strong commitment to the added value of learning beyond the statutory school day and beyond the school premises.

Each year, the school will arrange a number of activities that take place off the school site and/or out of school hours, which support the aims of the school. We believe that these activities are an essential part of our curriculum. Every young person should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances.

Learning beyond the classroom is the use of places other than the classroom for teaching and learning. It is about getting children and young people out and about, providing them with challenging, exciting and different experiences to help them learn. It is about raising achievement through an organised, powerful approach to learning in which direct experience is of prime importance. This is not only about what we learn but importantly how and where we learn. It is not an end in itself but rather a vehicle to develop the capacity to learn. Good quality learning beyond the classroom adds much value to classroom learning.

Educational visits fit with our key curriculum drivers which are at the heart of Harden's wider curriculum. These are:

- **Fresh Experiences:** it is vital that we provide learning opportunities that take our pupils beyond where they live – both physically and in terms of their imaginations.
- **Equality and Diversity:** understanding, appreciating and celebrating difference, particularly cultural diversity.
- **Our Place in the World:** our children need to learn about where Bradford sits in relation to the whole country and the world. Through visits, children will learn about sustainability and ecology, preserving the future, global citizenship; democracy, responsibilities to the city / UK / world and understand Bradford's significance in history/now.
- **Possibilities:** it is vital that our children's minds are opened to the possibilities that exist for them in terms of, for example, careers, job opportunities and travel. In this way they will become more aspirational.

The Governing Body has given its approval to the following types of activities being arranged in support of the educational aims of the school:

- Out of hours Clubs (music, drama, art, science, sport, homework etc)
- School teams
- Regular nearby visits
- Day visits for particular year groups
- Residential Visits
- Adventure activities, which might be classed as higher risk.

Approval Procedure

The Governing Body has delegated the consideration and approval of educational visits and other off-site activities to the EVC except for residential and adventure holidays which must be approved by the Governing Body.

The Educational Visits Co-ordinator will attend appropriate training and revalidation as required by the governing body.

Staff competence records will be kept of induction, training, relevant qualifications and competence using the 'My Details' section of Evolve.

Before a visit is advertised to parents, the headteacher, the EVC and, where appropriate, the Governing Body must approve the initial plan. They will also approve the completed plan and risk assessments for the visit at a later date.

Where external contractors are involved in organising all or part of the visit, the contract will be made with the school on behalf of the pupils. All payments for the visit will be made through the school's accounts.

Approval of visits will be made as detailed below. Initial approval in principal will also be gained as required in the employer policy.

Governing Body and Trust:

- The governing body has a strategic role to set the vision and direction of the school and has responsibility for its educational and financial performance. To enable this, it will hold the Headteacher to account by oversight of learning beyond the classroom opportunities to ensure that the educational experiences are of high quality, that best value is obtained and financial regulations are adhered to.
- Approval will be retained by the Trust for visits abroad, residential and all adventurous activities in line with the employer policy. The GB can seek advice and assistance from the LA but ultimately must have the responsible for taking the decision.

Bradford Evolve Adviser:

- As Harden is part of an academy, rather than the LEA, Evolve acts as a critical friend. They will, alongside the Governing Body, approve visits abroad, residential visits, provider-led adventurous and all self-led adventurous activities regardless of location.

Head of School:

- All visits and activities

Educational Visits Co-ordinator:

- Local non-adventurous visits, bike ability training, local sports fixtures and local swimming visits.

Consent

Whilst it is not a legal requirement to gain parental consent for curriculum activities, written acknowledgement will be gained on enrolment for routine local visits and activities which are a part of our

normal educational provision during the school day and information regarding the nature of the types of visit will be included on our curriculum newsletters. We will always aim to fully inform parents by letter of the nature of each visit, activity or series of a similar nature, remind parents that they have acknowledged this, and give opportunity to update information and emergency contact details. On occasions, a curriculum opportunity may become available at short notice and we will always aim to notify parents that their child will be offsite but this may not be possible.

For out of hours activities such as cycling, baking or craft clubs, sports competitions or revision activities, parents will be asked to sign a general letter of consent for participation in these activities. Parents will be given the timetable for the activities that pupils are involved in and will be informed either by letter, phone call, text or through their child/children if an activity has to be cancelled.

For any visit lasting a day or more parents will be asked to sign a letter, which consents to their child/children taking part.

As part of the parents' consent, they will be fully informed of the activities and arrangements for the visit. For all residential visits parents will be invited to a briefing meeting where they can ask for clarification of any aspect of the itinerary and organisation of the visit.

Medical Information

We will use the medical information on record in our Student Information Management system alongside any updated information which parents will be given the opportunity to provide for most visits and activities. Where visits or activities involve a higher level of risk, it may be appropriate for separate medical information and consent forms to be completed.

The school has a separate policies for Charging and Remissions which applies to all educational visits.

How to Arrange a Visit

Risk management is a vital part of planning and assessing benefits and risk associated with visits and activities. Sensible risk management relates to identifying significant hazards and mitigating against risk through appropriate control measures. It is not a paperwork exercise but a dynamic process before and during a visit or activity in order that young people can be kept safe from harm.

Please remember that any visit is likely to affect school meals, playtime supervision, office staff, school times and the staff from a particular Key Stage. Please ensure that duties etc. have been swapped or cover arranged. If visits are planned for days when staff members involved usually have PPA time, the school cannot guarantee being able to repay this time.

The visit should be planned when medium term planning and preliminary plans are prepared. At this stage the EVC should be informed.

Following approval to go ahead, the following conditions apply:

- At least ONE member of staff involved should have a good knowledge of the area and place to be visited. Preliminary visits by all staff involved are strongly recommended. It is important for staff to know where the toilets are, the nearest telephone, the layout of the buildings and where the trust minibus could park, etc.
- Generic risk assessments can be sometimes used for some or all of a visit, such as the use of the trust minibus for travel or for local visits involving walking. By uploading a generic risk assessment to

Evolve, the visit leader is agreeing to implement all control measures outlined on the plan so should make sure that they have read these documents carefully before uploading them.

- Event specific risk assessments will be used to record other significant findings and should be uploaded to Evolve. Harden has a risk assessment proforma to use where staff can record specific safety concerns linked to the visit, which might include issues linked to the venue or arrangements for children's medical and behavioural needs. The date of the pre-visit can be recorded on the Harden proforma.
- When using an 'external provider' for an educational visit, wherever possible visit leaders will gain credible assurances of health & safety management systems and quality provision through a 'Learning Outside the Classroom Quality Badge'. Alternatively, assurances will be gained through a Provider Statement which should contain details of their Public Liability Insurance.
- A detailed plan of the visit should be made. This should include all relevant details including dates, times, staff involved, proposed method of travel, costs, insurance, meals and details of the place to be visited.
- To ensure sustainability of important visits, deputy leaders will be appointed in order that contingency plans can be put in place should a visit leader be indisposed.
- The EVC should receive all the above in order to approve the visit. Letters may then be sent to parents.

Risk assessments for a local visit should be uploaded to Evolve at least **two weeks** before a visit, to allow time for the EVC to consider the plan carefully and ask for further information if needed. There might be some circumstances where an opportunity for a visit or experience arises which leaves less than two weeks for approval. Please speak to the headteacher and EVC in these circumstances.

For a residential visit, which must be approved by the LEA and the Governors, plans and risk assessments should be submitted 6 weeks before the visit.

Trips and visits **must not** go ahead without the approval of the EVC and/or Headteacher. Notification of approval of a visit on Evolve will be via email to the trip organiser.

- A pre-visit meeting for all accompanying staff should be scheduled so that all relevant plans, documents and risk assessments can be shared.

Staffing

The school recognises the key role of accompanying staff in ensuring the highest standards of learning, challenge and safety on a school visit. The Head of school and/or EVC will decide on appropriate staffing for each visit.

The appointed Group Leader will be fully supported in the tasks required to arrange the visit. This will include, as necessary, making time or finances available to conduct an exploratory-visit, briefing teachers and other staff, accessing training courses, reviewing and evaluating the visit or identifying time when the leader and EVC might work in partnership to undertake planning and risk assessments.

Inclusion & SEND

Harden endorses the principles for young people of a presumption of entitlement to participate, accessibility through direct or realistic adaption or modification and integration through participation with peers. We acknowledge that it is unlawful to treat a young person with a protected characteristic less favourably or fail to take reasonable steps to ensure that young people with protected characteristics are not placed at a substantial disadvantage without justification. We also acknowledge that expectations of staff must be reasonable, so that what is required of them (to include a young person) is within their competence and is

reasonable. Also, a decision to include a child with significant vulnerabilities in activities must not impact on the overall visit programme, thus adversely affecting the experience for the remaining children. Reference should also be made to Harden's SEND policy.

Safeguarding

Safeguarding procedures should be considered as part of the planning process with additional consideration for residential visits. Visit Leadership Teams should:

- As part of planning, liaise with the Designated Safeguarding Lead (DSL) and other staff to identify any relevant safeguarding issues.
- Have access during a visit to the DSL (or trained deputy) either directly or through contact at school. Any volunteers who accompany any visit or activity will be vetted and be directly supervised by a member of staff. If they are to have significant unsupervised access to young people then an enhanced DBS disclosure will be obtained and they will undergo induction and training in their role and responsibilities as detailed in employer and school policies and local procedures. Reference should also be made to Harden's Child Protection Policy.

Children Travelling in Staff Cars

No child should travel in staff cars without permission from the Exec Headteacher/ Head of School. The Head of school and EVC will need to be satisfied that the driver has a clean license and comprehensive insurance cover which includes cover for transporting children in the course of the teacher's duty. The vehicle and driver must comply with Exceed's Grey Fleet policy.

Teachers who are given permission to transport children should observe the following:

- Children should travel in the rear seats only, restrained by seat belts.
- Parents should be informed if the proposed travel is known in advance - emergency situations are excluded.
- Maximum number of children will depend on the cars seating capacity - normally 3 maximum.
- Two adults will accompany pupils travelling in staff cars- if the journey is a short local journey then one adult is permitted in the car with a maximum of 3 children seated in the rear seats.

Staff should refer to Harden's generic risk assessment regarding 'Use of Private Vehicles' for further guidance.

Mini-Bus Travel

There are very specific rules which apply to schools using minibuses. School minibus drivers will complete minibus safety checks before use and enforce safety procedures on board. All drivers of the minibus will have undertaken regular minibus testing every two years.

Exceed minibuses seat 17 people including the driver. When planning groups, consider that the minibus driver may need to park the bus elsewhere on a visit so may be separated from the group for part of the day.

Ensure that there is a minibus driver available before booking the visit. Check with the headteacher as taking a driver from another class may have wider school implications.

The Visit

Always ensure that the following things are taken on a visit:

- First Aid Kit. These are kept in the learning mentor's room and are checked in and out. The contents should be checked with a First Aider before travel.
- Bucket or strong bags for travel-sick children.
- Medication including inhalers.
- Cash for emergencies.
- Admission fees.
- Class list - this can be provided by the administrator.
- School telephone number and phone numbers of all accompanying adults.
- Harden Primary School wrist bands – one per child.
- Emergency contact numbers for parents.

Administration of travel sickness pills can be administered after an administration of medication form has been completed and correct procedures followed. (See Administration of Medication Policy)

- Teachers should frequently check and re-check numbers. Where locations are busy with other school groups, a class register should be taken rather than a head count.
- Children should not go into public toilets on their own.
- Children should wear a wrist band showing the school name and phone number.
- A strong swimmer should always be present when the visit is near water.
- Teachers should be confident that any child in their care knows what to do if they should get lost. Remind children of "stranger danger". This is an important part of the preparation for any visit. Children should not be given visible labels bearing their names as the good intention here may, in fact, lead an unsuspecting child into danger.
- Children should wear a school wrist band – if deemed appropriate by the Group Leader/EVC.
- If parents are attending the trip as additional volunteers, they should not be supervising their own child's group. However, they can be additional adult in that group if they are supporting their child's specific medical or other need on a 1:1 basis.
- Teachers are expected to supervise the children at all times. Teachers should not smoke or drink alcohol whilst supervising children.

Return From Visit

- Check that children have not left any belongings behind.
- Inform school leader of your return.
- If it is likely that the return to school will be later than anticipated, ensure that the school office are informed so that parents can be notified.

Emergency Procedures

The school leader is the emergency school contact for each visit. All major incidents should immediately be relayed to them, especially those involving injury or that might attract media attention.

The Group Leader will leave full details of all pupils and accompanying adults on the visit with the emergency school contact, including the home contact details of parents/guardians and next-of-kin, as appropriate. A copy of this should also be left with the school leader.

The Group Leader will take with them a copy of the Bradford Emergency Procedures.

All incidents and accidents occurring on a visit will be reported back through the school systems. The school will have emergency funding available to support the Group Leader in an emergency.

Monitoring of Visits and Procedures

Governors will monitor the implementation of this policy by acting as a critical friend in monitoring the implementation and effectiveness of the policy.

The Educational Visits Co-ordinator and Headteacher will ensure that there is a system in place for appropriate monitoring of visits and activities. They may monitor parts of the visit such as the pre-visit planning meeting, safety arrangements shared with the children on the morning of the visit or, where possible, attend part of the visit.

Evaluation

All visits will be evaluated by the Group Leader. Group Leader will complete these on Evolve after the visit.

A short evaluation report will be made available for the Governing Body at the end of the academic year.

The Group Leader is responsible for presenting a financial account for the visit which will be audited as part of the schools' procedures.