

Wardley CE Primary School
Educational Visits, Outdoor Learning and Adventurous Activities
Policy



Name of Reviewer	Mark Foster
Date of Approval of Governing Body	February 2024
Signature of Chair	<i>John Storey</i>
Signature of Head	<i>Mark Foster</i>
Date Due for Review	February 2025

EQUALITY STATEMENT

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations

We review all policies and procedures we operate to ensure there are no negative equality impacts based on the following protected characteristics: age, disability, ethnicity & race, gender (sex), gender identity & reassignment, pregnancy & maternity, sexual orientation, religion & belief and non-belief as outlined in the Equality Act 2010. If you feel, on reading this policy that there may be a negative equality impact, please tell us about this. Please also let us know if you need to access this policy in a different format. You can do this by contacting the school office.

Our school vision

We are a Church of England school that values and recognises the uniqueness of each individual child and acknowledges their fundamental right to be educated to their full potential in a safe, secure and caring environment. Our ethos is built on Christian foundations and drives our belief that we can do all things.

Wardley CE Primary School is committed to continual improvement to ensure that what we do today is even better tomorrow. We provide a happy, secure and supportive learning environment where the children develop independence and work hard to make the most of their talents, and that 'We can do all things' within a deep and rich curriculum.

We can do all things through Christ who strengthens us. Phillipians 4:13

Practical ways in which we attempt to carry out our school vision

Through the Christian value of respect:

- Having strong ethics to underpin our decision making and actions.
- Creating an environment which promotes the Christian ethos of trust, respect and honesty to enable people to flourish.
- Promoting a sense of justice.
- Creating a strong moral purpose which underpins everything we do

Through the Christian value of friendship:

- Having an inclusive ethos to create a school in which everyone is welcome and everyone is equal.
- In celebrating diversity we value the strengths of all and embrace differences.
- Engaging stakeholders within and beyond the school.

Through the Christian value of trust:

- Having a strong sense of teamwork amongst all members of the school community.
- No matter how small, we value every contribution and support each other to reach our goals.
- In respecting each other, we strive to not let each other down.
- In feeling valued and empowered people have a desire to go the extra mile.

Through the Christian value of courage

- Recognising, supporting and developing everyone's potential.
- Nurturing skills and promoting opportunities.
- Creating an environment for people to think positively and take risks.

Through the Christian value of perseverance:

- Through continual enhancement we are constantly striving to achieve high standards, we never stand still.
- All improvements are underpinned with high aspirations.
- When problems arise, we must hold on to our vision and find solutions.
- We inspire and innovate and we support others to do the same.

Introduction

This policy sets out the establishment procedures within which all employees must operate. Further details can be gained by referring to the Employer Policy as detailed in Section 2.

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.

1. Scope and responsibilities

This policy applies to all educational visits, outdoor learning and adventurous activities carried out with young people. It does not apply to work-experience placements, work related learning or alternative provision.

The Headteacher has appointed an Educational Visits Co-ordinator. They will have the training and experience to enable them to competently discharge their responsibilities as listed in The Employer Policy.

The Educational Visits Co-ordinator is: The school business manager - Paula Statham

Administrative tasks will be carried out by: The school office support assistant - Cheryl Briffa

2. Establishment policy and procedures

The Salford Authority Employer for Educational Visits, Outdoor Learning and Adventurous Activities (June 2018) is the employer's policy. Specific local procedures will be in line with, but not duplicate this policy.

Consent

Routine acknowledgement: 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 website/newsletters and if permission needed by e mail/letter. School will fully inform parents by whichever written method(s) the school deems appropriate] 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.

Non-routine consent: Written consent (which may be electronic via School Spider forms) will be gained on enrolment for those visits which are non-routine visits and activities and those visits which fall outside of normal hours. We will fully inform parents by Annual Consent forms of the nature of each visit, activity or series of a similar nature.

Specific consent: Written consent [which may be electronic via School Spider forms] will be gained for every individual visit, activity or series of a similar nature which involve a higher level of risk including but not limited to longer journeys, residential visits and adventurous activities. We will fully inform parents by letter or email of the nature of each visit, activity or series of a similar nature.

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.

Staff competence

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

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.

EVC Training

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

Visit Leader Training

Visit leaders will be approved by the Headteacher and will have attended appropriate training as required by the employer.

3. Planning and approval procedures

Visit leaders should follow the employer policy, establishment policy, guidance, local procedures and standard assessments of risk.

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. At Wardley CE Primary School we have identified a Local Learning Area which includes all the places that we visit and the activities that we undertake routinely. Details of our Local Learning Area are contained within the appendix which includes generic risk assessment. Wherever the need arises additional risks and significant findings will be recorded using event specific risk assessment.

External providers: 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 as detailed in the employer policy

4. Visit Planning and Management System

Evolve is the Salford Authority's web-based system used to facilitate the efficient planning, management, approval and evaluation of visits. All staff that lead or accompany visits can access their own account which is set up by the Educational Visits Co-ordinator.

The default option is a day visit within the United Kingdom. Visits can be further categorised as follows:

- On-site or local learning area
- Joint visit
- Overseas
- Residential
- Adventurous (provider led)
- Adventurous (self-led)

Visits will be recorded as detailed in the summary table below.

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

Governing Body:

Community and voluntary controlled schools

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.

Adviser: Visits abroad and all self-led adventurous activities regardless of location. (As detailed in guidance).

Headteacher: Visits abroad, all adventurous activities, residential visits and non-local day visits

Headteacher/Educational Visits Co-ordinator: Local walking visits, bike ability training, local sports fixtures and local swimming visits

Visit planning approval summary table for Wardley CE Primary School

	Planning/Recording Process	Risk Management	Final Approval
On-site/Local Learning Area	Recorded on Evolve	LLA risk management supplemented by specific documentation where necessary	EVC/Head
Day Visit outside Local Learning Area	Recorded on Evolve	School risk manages journey and non-provider led activities using LLA risk management supplemented by specific documentation where necessary	EVC/Head
Overseas	Recorded on Evolve	LLA risk management and supplemented by specific documentation necessary	Adviser
Residential	Recorded on Evolve	LLA risk management and supplemented by specific documentation necessary	Head

Adventure, provider led	Recorded on Evolve	Provider risk manages activities School risk manages journey and non-provider led activities using LLA risk management supplemented by specific documentation where necessary	Head
Adventure, self-led	Recorded on Evolve	Local Learning Policy/Specific Risk Management	Adviser

5. Incident Management

In the case of an incident during a visit all members of staff will follow the establishment's incident management plan as detailed in the appendix.

6. 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 Headteacher/Educational Visits Co-ordinator will ensure that there is a system in place for appropriate monitoring of visits and activities.

7. Charges for Off-site Activities and Visits

Charges for educational off-site visits and adventurous activities, including charges for visits and transport, requests for voluntary contributions and remission of charges are made in line with DfE guidance. Reference should also be made to Wardley CE Primary School Charging & Remissions Policy (<https://www.wardleyce.co.uk/page/leadership-management/52851>)

8. Inclusion & SEND

We endorse the principles for young people of a presumption of entitlement to participation, accessibility through direct or realistic adaptation 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. Reference should also be made to Wardley CE Primary School SEN POLICY (<https://www.wardleyce.co.uk/page/teaching-curriculum-assessment/52869>)

9. 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 the Base Contact.

Any volunteers who accompany any visit or activity will be vetted and be directly supervised by a member of staff. The school will first look to use parent governors as volunteers for trips. 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 Wardley CE Primary School Safeguarding & Child Protection Policy (<https://www.wardleyce.co.uk/page/pupil-support-community/52853>)

10. Insurance

Young people participating in visits and activities will have annual travel insurance provided under an annual Schools Journey Insurance policy. Any differences to this will be notified to parents/carers as appropriate before any consent or payment is made.

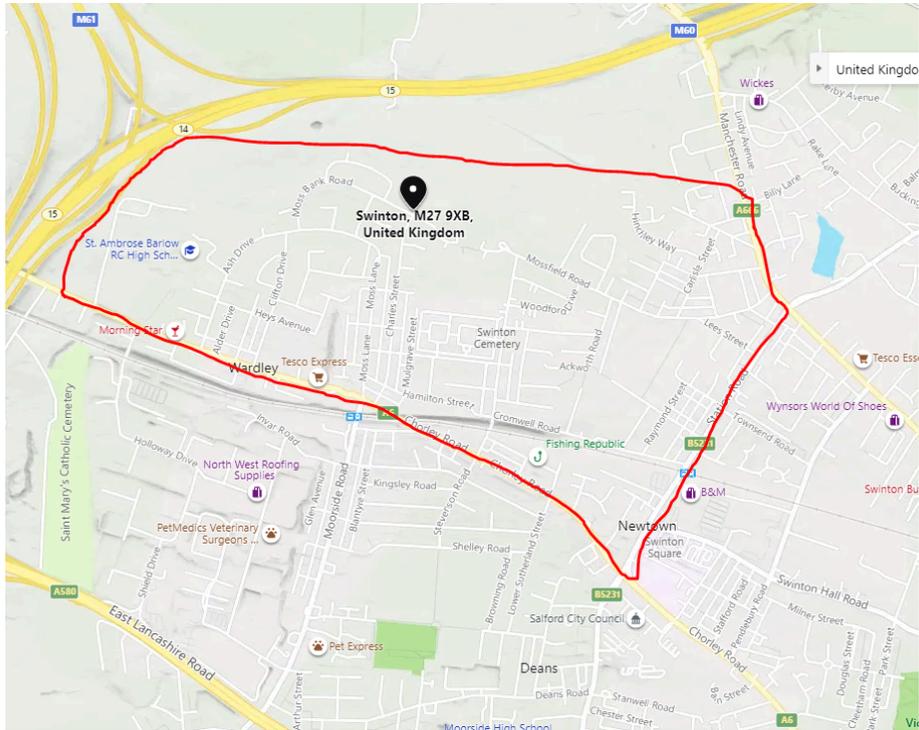
11. Transport

Careful thought must be given to planning transport to support off-site activities and visits. Statistics demonstrate that it is more hazardous to travel to an activity than to engage in it and staff must follow any specialist guidance provided by your employer.

Appendix - Local Learning Area

Appendix - Local Learning Area

Boundaries



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

- All Saint's Church
- Local Post Office
- Wardley Park
- Local shops (Moorside Road including Tesco Express)
- Chorley Road/Manchester Road A6
- The Coop Academy
- St Ambrose Barlow High School
- The Moss
- Station Road B5253
- Local Field
- Swinton Police Station
- Tesco Express

- Swinton Baths
- Community Centre

We use our Local Learning Area on a regular basis for a variety of learning activities, and visit leaders are allowed to operate in this area by inputting visits on EVOLVE using the Local Learning Area option, provided they follow the below Operating Procedure.

Operating Procedure for visits to the Local Learning Area:

The following are potentially significant issues/hazards within our extended locality:

- Road traffic. (Appendix 1)
- Other people / members of the public / animals.
- Losing a pupil.
- Uneven surfaces and slips, trips, and falls.
- Weather conditions.
- Activity specific issues when doing environmental fieldwork (nettles, brambles, rubbish, etc.).
- Building work happening close to school in multiple locations.

These are managed by a combination of the following:

- The Head/EVC 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 and office.
- The concept and Operating Procedure of the 'Extended learning locality' is explained to all new parents when their child joins the school.

The following ratios of staff to children will be adhered to:

Years R, 1 & 2 – 1:6

Years 3-6 – 1:10

In addition to this, staff will consider any particular needs of children within the group and arrange additional staff as needed.

- Staff are familiar with the area, including any 'no go areas', and have practiced appropriate group management techniques.
- Pupils have been trained and have practiced standard techniques for road crossings in a group.
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group. This will depend on the location of the visit.
- All remotely supervised work in the extended learning locality is done in 'buddy' pairs as a minimum.

- Pupils' clothing and footwear is checked for appropriateness prior to leaving school.
- Staff are aware of any relevant pupil medical information and ensure that any required medication is available.
- Staff will make sure that the office knows which pupils and staff are going on the visit, the proposed route, and an estimated time of return.
- Inventory system will be used to sign out the group to the location specified.
- The group leader will take a mobile phone and the office will have a note of the number.
- Appropriate personal protective equipment is taken when needed (e.g. gloves, goggles, masks)

There are specific procedures in place when using The Moss area.

These are:

Always walk the area first before use

Boggy areas

Rubbish removal– including needles

Staffing consideration 1:6 regardless of year group

Suitable footwear

Appendix 1

Potential Hazard	Standard Operating Procedures
Road traffic.	<p>Pupils briefed in safe behaviour before visit and as they set off, with reminders as necessary throughout the trip.</p> <p>Children to walk in pairs unless directed to do otherwise</p> <p>Always use the pavements, where possible.</p> <p>If there is an obstruction on the pavement, for example a gas works then the pupils must walk in single file around the obstruction and return to the pavement as soon as possible.</p> <p>The road must be safe to enter – do not walk on the road if the flow of traffic is too busy.</p> <p>An alternative route may need to be found and managed dynamically as part of the LLA.</p> <p>If the path is very narrow or there is no path then the children must walk towards the flow of traffic in single file.</p> <p>Adults to lead and bring up the rear of the group, with other adults interspersed throughout when walking in groups.</p> <p>Appropriate adult: pupil ratio (judged by the cohort) to allow strict supervision of pupils.</p> <p>At blind corners / bends, adult look forward to ensure the way is clear – pupils to be marshalled around adults.</p> <p><u>Crossing Roads</u></p> <p>Leaders should always use a crossing (Zebra or Pelican) if one is nearby or find a safe place to cross.</p> <p>Following a staff consultation the following method has been agreed to cross a road without a designated crossing place:</p> <ol style="list-style-type: none"> 1. The children are in groups 2. They must stand in rows along the kerb 3. When a suitable gap emerges one member of staff must cross to a rendezvous point to meet the children (KS1 / LKS2) 4. When a suitable gap is identified the first row of children cross straight across in a line. This is then repeated for further rows 5. Another member of staff stays with the children. 6. If a vehicle approaches the group must wait for another appropriate moment. <p>Please note: It is illegal for any member of the public, including teachers, to stop traffic on the highway.</p>