



NEW PARK ACADEMY

**EDUCATIONAL VISITS, OUTDOOR LEARNING & ADVENTUROUS ACTIVITIES
POLICY & GUIDANCE**

FIRST CREATED: APRIL 2018 – EDITION 1

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1		27/6/19
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Policy Agreed	27/6/19 – no changes
To be reviewed	OCTOBER 2024
Owner	SALFORD/Almut Bever-Warren

Policy for Educational Visits, Outdoor Learning and Adventurous Activities

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 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 Roles 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 : Ms. Cathryne Berry

Administrative Tasks will be carried out by : Ms. Cathryne Berry

2. Establishment policy and procedures

The TRUST Board – Sovereign Trust recognises that it is the employer and retains responsibilities for health and safety. It will discharge it's duties through the adoption of the policy and retain competent advice, approval and monitoring through Salford Educational Visits Advisory Service. Specific local procedures will be in line with, but not duplicate this policy.

Where there is conflict with non-statutory guidance or advice from other sources the employer policy will take precedence with clarification sought from the Headteacher, and if required from Salford Educational Visits Advisory Service.

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 in our Guidance Packs. We will always aim to fully inform parents by letter/email/telephone call 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 (Guidance Pack) 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 letter/email/telephone of the nature of each visit, activity or series of a similar nature.

Specific Consent: Written consent (C2) 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/email/telephone of the nature of each visit, activity or series of a similar nature.

Medical information: We will use the medical information on record on Arbor 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 Head teacher 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. Generic or event specific risk assessments will be used to record significant findings.

External providers: Wherever possible visit leaders will gain credible assurances of Health and 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

A web-based system is 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)

Refer to local procedures and guidance regarding the establishments' use of these categories.

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

Advisory Board

The Advisory Board 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.

Additionally as an employer, approval will be retained for visits abroad and all self-led adventurous activities in line with the employer policy. The governing body delegate the approval of these visits to Salford Educational Advisory Service.

Advisor: 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.

Educational Visits Co-Ordinator:

Local walking visits, bike ability training, local sports fixtures and local swimming visits.

5. Incident Management

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

6. Monitoring of visits and procedures

Advisory Board Members 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 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 the 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 by the Sovereign Trust

8. Inclusion and SEND

We endorse 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 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 what is required of them (to include a young person) is within their competence and is reasonable. Please see also New Park Academy SEN policy

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 – Almut Bever-Warren) 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. If they are to have a 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. See also New Park Academy, Safeguarding Policy.

10. Insurance

Young people participating in visits and activities will have appropriate insurance arranged independently by the school). 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.

Local Learning Area

Operating Procedure for visits to the Local Learning Area

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

- Road traffic
- 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.)
- (Covid) 19 and/or other infectious diseases
- Regularly washing/sanitising hands including when going outside, before and after touching shared objects such as activity equipment, before eating, after using the toilet, when getting on or off transport such as a minibus, when returning inside;

- Avoiding touching objects shared by the public – for example, a member of staff could hold a gate open to avoid everyone touching it;
- Avoiding activities which involve touching each other (e.g. holding hands);
- Sanitising equipment before it is used.
- Canal
- Railway lines

These are managed by a combination of the following:-

- The Head or in her absence a member of the SLT must give verbal approval before a group leaves. (This is not strictly necessary if you have a clearly identified competent staff, and are confident in your operating procedure, and the fact that staff will follow it.
- Only staff judged competent to supervise specific groups in this environment are approved. This is based on personal risk assessments of staff in relation to their fitness and relationships to the students and individual students' risk assessments
- The concept and operating procedure of the 'Extended Learning Locality' is explained to all new parents with their child joins the school.
- There will normally be a minimum of 2 adults.
- Staff are familiar with the area, including any 'no-go areas, and have practised appropriate group management techniques
- Pupils have been trained and have practised standard techniques for road crossing in a group
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group
- 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 any required medication is available
- 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 (e.g. gloves, goggles)