



# **Pearl Hyde Community Primary School**

## **Educational Visits Policy**

**This policy was reviewed by the  
Governing Body in January 2019**

## **Context**

We believe that educational visits are an integral part of the entitlement of every child 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 Pearl Hyde Community Primary School a supportive and effective learning environment. The benefits of children taking part in visits and learning outside the classroom include (but are not limited to):

- Improvements in their ability to cope with change and novelty
- 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. Children 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 giving them the tools and experience necessary to assess their own risks in a range of contexts.
- 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, whether as part of the curriculum, during school time or outside the normal school day, is covered by this policy.

Pearl Hyde Community Primary School adopts Coventry City Council's **Policy for the Management of Visits, Trips and Learning Outside the Classroom** (currently dated October 2011 and available via the EVOLVE homepage. EVOLVE is the web based notification, approval, monitoring and communication system, used by Coventry City Council, to which all staff have access.).

All staff are required to plan, execute and evaluate visits in line with Coventry City Council's policy. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

The rest of this policy explains how visit approval and planning takes place at Pearl Hyde Community Primary School.

## **Types of visit**

There are three types of visit, for each of which the approval process is slightly different:

1. Staff using the local area to deliver lessons
2. Other visits within the UK excluding adventurous activities
3. Any visit involving adventure activities and / or involving travel abroad

## Roles and responsibilities

**Visit leaders** are responsible for the planning of visits but should involve both accompanying colleagues and the children in this process. Staff must make appropriate checks of any third party providers. Staff are advised to obtain outline permission for a visit, from the head teacher, before beginning to plan and certainly before making any commitments.

**The EVC** is Theresa O'Hara (Headteacher) who will support and challenge colleagues over visits and learning outside the classroom. The EVC is the first point of call for advice on visit related matters. The EVC will check final visit plans on EVOLVE before submitting them.

**The Head teacher** has responsibility for monitoring and final approval of all visits.

## Staff Competence

We realise that staff competence is the single most important aspect of safe trip management and so we support staff in developing this competence in the following ways:

- An apprenticeship system, where staff new to visits assist and work alongside experienced trip leaders before taking on a leadership role
- Supervision by Senior staff of some educational visits
- Support for staff to attend training courses relevant to the role of visit leader

In deciding whether any member of staff is competent to be a visit leader the head teacher will take into account the following factors:

- Level of relevant experience
- Any relevant training undertaken
- The emotional and leadership ability of any prospective visit leader to make dynamic risk management judgements and take charge of any emergencies that may arise.
- Knowledge of the children, the venue and the activities to be undertaken

## Visit Planning and approval

The internal school approval process is as follows for each type of visit:

- Visits within the UK excluding adventure activities – these are put on EVOLVE and approved internally by the Head Teacher. Visits should be submitted to the EVC via EVOLVE **at least 5 days in advance**. (These include local area visits)
- Visits involving adventure activities must be put on EVOLVE and submitted to the EVC **at least 28 days in advance**. The school is required to submit these for Local Authority Approval 28 days in advance. Visit leaders must check if an activity provider holds either an AALA licence ([http://www.aals.org.uk/aals/provider\\_search.php](http://www.aals.org.uk/aals/provider_search.php)) or an LOTC quality badge (<http://www.lotcqualitybadge.org.uk/search>). If they don't then they must complete a Provider Questionnaire (National Guidance document 8p)
- Visits abroad require detailed planning to commence well in advance and the head must be kept up to date with progress. Checks must be made on any third party providers and permission from the head teacher to use them be obtained before any deposits are paid. Third party providers who hold the LOTC quality badge (see above) do not require further checks. Those who do not hold this accreditation should complete and return a Provider Questionnaire (National Guidance document 8p), which visit leaders should scrutinise. The head will need to submit final plans to the Local Authority 28 days before the departure date.

## **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; 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.

**The school has a School Emergency Plan in place**

## **The Visit Leaders job list**

The visit leader will ensure all the following steps are completed for any type 2 or 3 visit:

- Gain outline approval from the head to begin planning the visit and agree funding mechanism / charging policy.
- Ensure the visit:
  - has clear learning outcomes
  - has activities appropriate to the group
  - is planned to maximise benefits to the children while managing significant risks
  - is appropriately staffed
  - complies with the school's safeguarding policy
- Involve children in the planning of the visit, and how it will be managed, wherever possible.
- Ensure the LA procedures are followed and that the visit plan is recorded on EVOLVE.
- Ensure all other staff, accompanying adults and children are:
  - fully briefed about their roles and responsibilities during the visit
  - know what to do in the event of an emergency
  - are given information they need about individual pupil needs.

Emergency procedures must include what would happen in the event of illness or injury affecting the party leader.
- Ensure the base contact back at school is fully briefed and has copies of all relevant information.

## **Parental Consent**

The school obtains blanket consent, for all local, non-residential visits, at the start of each year. For any visits not covered by the extended learning territory, information should be sent home giving the parents information on the visit and including a request for information on any changes in their child's medical details.

For residential visits, visits extending beyond the school day or visits out of the City specific consent should be requested using EDVIS 12.

### **Inclusion**

We aim to be fully inclusive so that all children are able to enjoy and be safe on educational visits. We are fully compliant with the requirements of the Equalities Act 2010.

### **Transport**

The school has leased a self-drive minibuses and several members of staff hold the Defensive Driving qualification. The minibus is maintained and checked Coventry City Council Whitley Depot. In addition to the driver there will be at least one other adult in the vehicle. For all other transport utilised the LA transport policy is adhered to.

**Use of staff cars to transport pupils** - Staff cars may only be used to transport pupils when the driver has business insurance and a clean driving licence (a record of both of these being checked will be kept by the EVC). Any use of private vehicles will be subject to a specific risk assessment.

### **Insurance**

Coventry City Council Insurance is always taken out.

# Appendix 1 Extended Learning Territory

## 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)

These are managed by a combination of the following:

- The head or 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
- 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 two 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 and staff carry additional spare clothing a first aid kit
- 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 contactable mobile phone is taken with each group and the office has a note of the number.
- Appropriate personal protective equipment is taken when needed (eg gloves, goggles)
- A pre-packed kit bag with equipment to deal with emergencies will be carried by the visit leader.

## Appendix 2 Emergency procedure

The school's emergency response to an incident is based on the following key factors:

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.
3. The visit leadership team and the emergency base contact will both have relevant medical and emergency contact information on all the trip participants (including staff).
4. Both the visit leader(s) and the base contact 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.
5. The National Guidance role specific emergency action cards are (Appendix 3) carried by:
  - a. The visit leader
  - b. The first point of contact (eg the office receptionist)
  - c. The designated base contact senior manager
6. This procedure is tested through both desk top exercises and periodic scenario calls from visit leaders

## Appendix 3 Visit Leader Emergency Action Card

### Visit Leader Emergency Action Card

This 'card' should be carried by all staff accompanying a visit and can also be placed in first aid kits.

#### **Emergency Procedure**

In the event of an incident overwhelming your team's coping mechanisms, use the following to guide your actions:

1. REMAIN CALM - Assess the situation.
2. Safeguard yourself and then any other uninjured members of the group.  
Make sure all other members of the party are:
  - accounted for
  - safe
  - adequately supervised
  - briefed to ensure that they understand what to do to remain safe.
  - Delegate Assistant Leaders if possible so you can keep an overview of events and to allow 'concurrent' activity.
3. Call emergency services as appropriate.
4. Carry out first aid to the best of your abilities. Remember the aims of first aid are to:
  - a. Preserve life
  - b. Prevent the condition worsening
  - c. Promote recovery

#### **Essential First aid:**

Casualties need to be able to breath – if they are unconscious this means being put into a safe airway position

1. You need to try to find and stop any serious external bleeding
2. You need to protect the casualty from the environment - keep them warm
3. Monitor their condition, talk to them, reassure them, hold their hand and provide emotional support

#### **Once the immediate situation is contained:**

Inform the school/Establishment Emergency Contact or, if unavailable, your Employer (e.g. the Local Authority) Emergency Contact. They will need the following information:

- Who you are, which Establishment you are from and what your role is within the group
- What number can you be called back on?
- What is the nature of the emergency?
- How many casualties there are and their status
- The total number of people in your party
- Your current location
- Whether you are staying where you are or moving – if you are moving where to?
- What time did the accident/incident happen?
- Liaise with, and take advice from, emergency services if they have attended the scene.
- Consider the physical needs of the group and casualties in terms of shelter, refreshments, transport/repatriation.
- Consider the emotional needs of the group such as removing them from the scene, providing emotional support (they can often do this for each other), giving them useful things to do.
- Control communications - prevent group members from using phones or going online unsupervised or until approval is given.
- Keep a written log of all actions taken, conversations held and a timescale.
- Refer all media, parental or other enquiries to your employer's press office.
- Inform the Foreign Office Consular Assistance Team if abroad.

## Emergency Numbers

<b>Name</b>	<b>Telephone</b>	<b>Mobile</b>
<b>School/Establishment</b>	<b>02476610165</b>	
<b>Nominated base contact</b>	<b>Theresa O'Hara</b>	<b>07562118003</b>
<b>Nominated base contact 2</b>	<b>Emma Towlson</b>	
<b>Head/Manager</b>	<b>Theresa O'Hara</b>	
<b>Employer (e.g. LA) (office hours)</b>	<b>02476 831 500</b>	<b>NA</b>
<b>Employer (out of hours)</b>	<b>02476 833 333</b>	<b>NA</b>
<b>Emergency Services (if travelling abroad)</b>		
<b>Foreign Office Consular Assistance</b>	<b>+44 20 7008 1500</b>	

## Appendix 4 Kit Bag List

### Visit Leader Emergency Action Card with relevant contact numbers

**Black Bin bags** – ideal for emergency over clothes, collecting rubbish etc

**Torch** – The light can drop very quickly in Autumn and Winter months, a torch with charged batteries is a must in case you get lost, head torches are great too for that 'hands free' effect.

**Whistle** – A whistle is a cheap survival tool. Six blows on a whistle is a signal for help, while three whistles signals that you have heard somebody else's cry for help. You can't always get phone signal in the hills, so this is a great way to alert people.

**First Aid Kit** – Seems obvious, doesn't it? Make sure your kit is adapted to your choice of activity. Also why not keep some personal details in here including name, contact numbers, and any allergies you have just in case a rescuer needs them. Make sure all your medical supplies are in date and replace the old with some fresh items every so often.

### Matches

**Multi-tool** – A fold up knife or multi-tool can help you out in survival situations.

**Nourishment** – Flap jack, additional sandwiches and enough fluid for the day.

**Boot Laces** – Many laces boast durability, but sometimes through age can break when tightening. Always carry some spare laces, if not for you boots there may be other uses.

**Mobile Phone** – While mobile phone reception in the hills can be unreliable at best, it's always good to carry a fully charged mobile phone with you as well. If your phone is your GPS, or you have a great walking app running – try to take a spare charger, or a wind up charger with you as well. Think about the lifespan of your battery and think about the duration of your activity.

**Notebook and Pencil** – With all that time to think, you never know what may come to mind. Also an ideal place to jot down any sights to look up more information on later.

**Camera** – You can wax lyrical about that fantastic view, or the rare nature you saw but photographic evidence would be even better. Make sure your camera is durable and keep it in a waterproof case.

### To be added by the Visit Leader if relevant for the conditions of the trip

**Sun Cream/Bug Repellent** – Depending on where your walk is, it may be helpful to bring along some insect repellent so you can hike in comfort. Sun cream is an essential for any outdoor activity in the heat, the last thing you need in altitude is to already feel dizzy from sun stroke.

**Extra Clothing** – school fleece, t-shirts, trousers, pants, socks

### Map and Compass

**Binoculars** – Not only is this gadget great for the view along the way, but a pair of binoculars can also help you look for routes and people to signal for help.

**Survival Bag** – Bivvy bag to be added if relevant for the conditions of the trip. Ask any seasoned walker and most will tell you the different uses they have had for their survival bag. You can go for years without ever needing it, but it is an essential for the rucksack. It doubles up as a sit mat, a picnic blanket, a waterproof cover for your roll mat. A real life saver.

**Flask of tea** - always a winner when you reach the hill top

**Nourishment** – As well as that pack lunch you had planned for the summit, make sure you carry some high energy foods like Kendal mint cake, or flap jack just in case you need that extra boost later in your hike. Carry enough fluid to get you through the day.

**Walking Poles** – Many rucksacks come with straps on the side for walking poles when not in use. A pair of poles takes a lot of the strain off of your knees (especially ideal if you are an older hiker).