



Barton Church of England (Voluntary Aided) Primary School

Educational Visits and Outdoor Experiences Policy

Education in its broadest sense is not just about delivering a curriculum. It is about giving children the chance to extend their life skills...develop their confidence....foster resilience....their sense of responsibility [as well as] enjoyment, engagement and excitement about venturing out into the real world. (English Outdoor Council)

Our aim is that all visits from school should be purposeful, educational, safe, and enjoyable. In addition to National Curriculum learning objectives, Barton School's visits and outdoor learning seek to achieve aspects of 5 core themes (*participation, self-confidence and achievement, differentiation and progression, residential experience, nothing ventured...*) and 10 learning outcomes as outlined in the OEAP National Guidance which has been adopted by Cambridgeshire County Council as the model guidance for Educational Visits:

<https://oeapng.info/downloads/download-info/2-1b-learning-outcomes>

<https://oeapng.info/downloads/download-info/5-1b-2-4f-high-quality-outdoor-education-publication/>

Rationale

To maximise the positive impact that visits and outdoor experiences have upon children at Barton, they should have access to frequent, continual and progressive experiences. These are planned in outline, in advance and across the year and key stages, before detailed itinerary and risk assessments are made specific to each visit or experience. We intend to offer at least one visit per term in all year groups, subject to unpredictable and unforeseen circumstances (e.g. pandemic, acts of terrorism). Visits will be evaluated for content, duration, skills and learning across the key stages to ensure learning and experiences build upon earlier year groups' activities. Well-planned and executed educational visits provide our pupils with valuable experiences which enhance their learning at school; we believe spending time in the natural environment has a positive contribution to make to the health, emotional wellbeing and educational attainment of all our children. Providing a variety of 'real-life' opportunities for our children enables them to achieve a fuller understanding of the world around them through direct experience. We have an inclusive approach to the planning and execution of all visits and outdoor experiences. We keep up to date with current policy and regulation through the Outdoor Education Advisors' Panel Website and regular refresher training for the named EVC and Headteacher <https://oeapng.info/>

Purpose

Educational Visits and Outdoor Experiences will have a clearly defined educational purpose drawn from the National Curriculum (Development Matters for EYFS) and/or the themes and outcomes summarised above. It may be that a visit provides an effective stimulus at the start of a unit of work. Alternatively, teachers may decide to use an educational visit at any time during a project to enhance and support the curriculum. Some outdoor learning will seek to promote broader life skills and to develop knowledge, skills, attitudes and behaviours, including physical challenge, problem solving and risk assessment, that will improve self-confidence, thinking skills and emotional wellbeing of the participants. Wherever or whatever the venue, teachers will ensure that the educational and wellbeing benefits to the children are maximised.

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Links to other Policies

This policy links with the following key documents: Health and Safety Policy, First Aid Policy, Safeguarding and Child Protection Policy, Pupil Equality, Equity, Diversity and Inclusion Policy. Administering Medication Policy, Supporting Pupils with Medical Conditions Policy, Charges and Remissions Policy, Insurance.

Planning Educational Visits

<https://oeapng.info/downloads/download-info/4-3a-good-practice-basics>

The organisation of an educational visit or outdoor experience is crucial to its success. With rigorous planning, organisation and control, a visit should provide a rich, learning experience for the pupils. Whether the visit is to a local park, museum, swimming pool, or includes a residential stay, it is essential that careful planning takes place. This involves considering the dangers and difficulties which may arise and making plans to avoid them. The following guidelines support the planning and implementation of Educational Visits and Outdoor Experiences organised at Barton Primary School. Pre-visit trips will be carried out by one or more party leader wherever possible. Virtual visits and discussion phone calls should be made to the provider if an in-person visit is not possible for any reason. Pre visit trip expenses will be reimbursed by the school, but should be agreed before-hand. These visits cannot take place during teaching hours, but are considered to be part of directed time. We also refer frequently to the guidelines and advice of OEAP National Guidance Website:

<https://oeapng.info/>

Our policy and risk assessment format has been evaluated by Stephen Brown, Outdoor Learning Advisor for Cambridgeshire.

Organisers and Party Leaders of visits and journeys, local or otherwise, should follow the guidance on the Cambridgeshire County Council Evolve system (log-in given to each appropriate member of staff) and Guidance for Safer Working Practice (September 2015).

- An Evolve online form must be completed at least two weeks before the trip including:
- Overview of Itinerary and Tasks completed: see details below and examples attached at the end of the policy
- Risk Assessment #1 Generic Risks (including generic hazards associated with travel, movement between activities)
- Risk Assessment #2: Specific Risks (relating to the planned activities on specific trips and outdoor experiences).

For example, a camping trip in the local area will have generic risk assessments relating to travel and first aid, but will require a detailed risk assessment covering activity-specific details such as fire lighting, tent erection, sanitation, medical and behavioural needs within a timed itinerary of events.

- Plan B
- Emergency Procedure summary

The completed forms must be submitted to the Headteacher for approval.

Parents – information and consent

<https://oeapng.info/downloads/download-info/4-3d-consent/>

A generic permission slip for all trips is sent to all parents to sign at the beginning of their schooling at Barton. All parents, however, must be informed of trips well in advance and given the chance to withdraw their child from a trip. Parents do not have the right to withdraw children from free, within-school-hours trips related to the curriculum.

For local trips (e.g. around the village), staff must inform the Headteacher and office staff (for registration purposes), review the Village Visits Generic Risk Assessment (or other appropriate GRA) and take the school mobile phone, first aid kit, individual protocols, medical

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boxes with, 'Lost and Lonely' cards, Emergency Procedure Cards and trip tabards with them. All trips must be approved by the Educational Visits Coordinator (Helen Papworth and Headteacher Julie Martin)

Risk Assessments

<https://oeapng.info/downloads/download-info/4-3c-risk-management>

<https://oeapng.info/downloads/download-info/4-3g-risk-management-what-to-record-and-how>

A risk assessment will be carried out at least two weeks in advance of the visit to identify risks, who may be affected by them and the steps needed to reduce the risks to an acceptable level. The risk assessment should also think through "Plan B" scenarios, including abandoning the trip and returning to base.

Risk Assessment forms and the Educational Visits Checklist are used – see Appendices A and B.

The Risk Assessment should be discussed with and authorised by the Educational Visits Coordinator and Headteacher. It should be signed by all the adults attending the trip and entered onto the EVOLVE (Educational visits) website with all the supporting documents, including groupings of children and leaders of groups, itinerary for the visit, maps etc.

First Aid

<https://oeapng.info/downloads/download-info/4-4b-first-aid>

First Aid provision should be considered when assessing the risks of the visit. For most trips, a member of staff with a good working knowledge of first aid will be adequate. A decision based on the risks and children involved should be made for each visit, but all practical effort will be made to include all children in all visits and outdoor activities. For adventurous activities and residential trips, there should be at least one trained first-aider in the group. First aid kits should be taken on all visits. If the visit involves splitting into groups, a kit should be taken for each group.

<https://oeapng.info/downloads/download-info/3-2e-inclusion>

Staff and Adult/Pupil Ratios

<https://oeapng.info/downloads/download-info/4-2a-group-management-and-supervision>

<https://oeapng.info/downloads/download-info/4-3b-ratios-and-effective-supervision>

It is important to have a sufficient ratio of adult supervisors to pupils. The ratio should be determined by factors such as type of activity, any SEN or medical needs, experience of the staff, venue, transport and weather conditions. Whatever the length and nature of the visit, regular head counting of pupils should take place. Staff will be trained in effective head counting practices, including when and how to carry them out. These will be included in generic risk assessments and all adults will be made familiar with these systems. Safe road crossing and traffic navigation practices will also be shared and form part of generic risk assessment for most visits. The Visit Leader should establish rendezvous points and tell adults and pupils what to do if they become separated from the party. This will form part of emergency procedure planning. All adults on the trip will be supplied with an emergency procedure summary which they will carry on them at all times. Visit leader will have the school mobile. All adults will share numbers with the Visit Lead. All adult staff and volunteers must

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be properly briefed using the Risk Assessment and planning documents. Adults with responsibility for supervising children will not consume alcohol, including on residential trips.

Preparing Pupils

Providing information and guidance to pupils is an important part of preparing for a school visit. Pupils should have a clear understanding about what is expected of them and what the visit will entail. Pupils must understand what standard of behaviour is expected and why rules must be followed. Lack of control and discipline can be a major contributory factor when accidents occur. Pupils should also be told about any potential dangers and how they should act to ensure their own and others' safety. Pupils should be involved in planning, implementing and evaluating their own curricular work and have opportunities to take different roles within an activity. This could include considering any health and safety issues. Where a trip or activity requires additional equipment or clothing, participants should take part in planning kit lists and be encouraged to discuss these requirements with parents and pack their own bags. If there is the possibility that a pupil may be excluded from the visit due to behaviour issues, a meeting would be arranged with the Headteacher in advance to discuss concerns and agree what action is to be taken.

Pupils with special educational and medical needs

<https://oeapng.info/downloads/download-info/4-4i-special-educational-needs-and-disability>

The Headteacher will not exclude pupils with special educational or medical needs from school visits. Every effort will be made to support them whilst maintaining the safety of everyone on the visit. Special attention will be given to appropriate supervision ratios and additional safety measures may need to be addressed at the planning stage.

Types of Visits:

1. Adventurous Activities

Adventure activities include caving, climbing, trekking, skiing and water sports. All visits involving 'adventurous activities' must be notified to the LA through the Evolve online system at least one month before departure.

If the school is leading an adventure activity, such as canoeing, the LA must ensure that the group leader and other supervisors are suitably qualified to lead and instruct the activity before they agree that the visit can take place. Qualifications can be checked with the National Governing Body of each sporting activity. Pupils should be assessed to ensure that they are capable of undertaking the proposed activities. During the visit, they should not be coerced into activities they fear. Pupils whose behaviour is such that the Visit Leader is concerned for their or others' safety, should be withdrawn from the activity.

2. Residential Trips

<https://oeapng.info/downloads/download-info/4-2b-residentials>

Residential trips will be planned well in advance and arrangements will be overseen by the Headteacher in conjunction with the Establishment/Provider being used (e.g. Grafham Water, Burwell House, for example). Parents will be invited to a briefing session to discuss the details of the trip and to meet the staff attending. The Visit Leader should be an experienced, senior member of staff. Residential trips must be approved by the Governing Body and by the LA via the EVOLVE system. For sleeping arrangements, it must be made clear that boys and girls are separated and that adequate supervision is given at night-time. Where possible, a mix of male and female trip supervisors will be included. Risk assessments will describe

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detailed plans covering accommodation and overnight issues, including room checks on arrival to identify housekeeping difficulties and damage, behaviour, homesickness, lights-out and evening entertainment considerations.

3. Coastal visits

Group leaders and other teachers should be aware that many of the incidents affecting school children have occurred by or in the sea. There are dangers on the coast quite apart from those incurred in swimming. Swimming and paddling in the sea or other natural waters are potentially dangerous activities for a school group. Swimming in the sea on a coastal visit will not be allowed. Paddling will only be allowed as part of a supervised activity and only in recognised bathing areas which have official surveillance. Pupils should always be in sight of their teachers. One teacher should always stay out of the water for better surveillance. River swimming activities will be permitted only if planned and risk assessed well in advance and if led by appropriately qualified staff with rigorous safety and lifesaving procedures in place, for example as part of a led canoeing expedition. No entry to any water should be permitted on any trip, including paddling, without an evaluated risk assessment in place prior to the activity.

https://oeapng.info/wp-content/uploads/dlm_uploads/2018/04/7o-Natural-water-bathing.pdf

4. Water Margin Activities

Where pupils might participate in learning activities near or in water, such as a walk along the riverbank, collecting samples in ponds or stream or paddling in shallow water, then the guidance contained in the DCFS 'Group Safety at Water Margins' will be followed. The pond area within the school grounds is used regularly by classes and when it is not in use the gate is secured by a padlock both ends of the wildlife area. When using the pond, pupils are briefed to stay on the stepping stones or kneel down when using nets and other dipping devices. There will always be at least two adults in the wildlife area at a time. The school office will be informed when this area is visited and the school mobile phone will be taken by a member of staff who is leading a group. A log circle near the tree area can be created for seats so that other activities can take place safely. Also, pupils are encouraged to wear waterproof outdoor clothes and boots. Long hair will be tied back.

<https://oeapng.info/3288-group-safety-at-water-margins/>

5. Farm visits

Barton Primary School recognises that farms can be dangerous even for the people who work there. Taking children to a farm will be very carefully planned. The risks to be assessed include those arising from the misuse of farm machinery and the hazards associated with Ecoli food poisoning and other infections. The proposed farm will be checked to ensure that it is well managed; that it has a good reputation for safety standards and animal welfare and that it maintains good washing facilities, clean grounds and public areas. An exploratory pre visit should be carried out by the Visit Lead.

The local farm (Bird Farm) is often visited by classes and they have their own risk assessment which is followed by our school. The tractor which is used to transport children is well equipped with seats and travels slowly along the short road trip and in the fields. Adults accompany children at all times. All animals are kept behind fences or in pens. Trip hazards are pointed out at each point. Clear signage is used throughout the farm, detailing hazards and safety measures. There is a sink for children to clean hands with soap.

6. Camping and bush craft activities, including fire making

Year group or Key Stage overnight camping activities may be arranged on school grounds or with local providers such as Burwell House. Generic Risk Assessments relating to travel, first

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aid and emergency management will be reviewed and a detailed risk assessment and trip activities itinerary will be created pertinent to the particular trip. Prior to the trip, in-class safety sessions will be conducted about knife safety, fire safety, animal interactions, basic camping hygiene, as well as a code of conduct for tent use, shared facility use and food preparation or any other skill that is important for the planned trip. A thorough Plan B will be considered, especially in terms of threats to the visit due to poor weather/temperature highs or lows or any factors leading to the need for alternative accommodation to be secured at short notice.

Charging for Educational Visits

<https://oeapng.info/downloads/download-info/3-2c-charges-for-off-site-activity>

The EVCs and Visit Leaders should take account of the legal framework relating to charging, voluntary contributions and remissions as set out in sections 449-462 of the Education Act 1996 and detailed in the Charges for Off-Site Activity guidance document (published in 2012 by the Outdoor Education Advisers' Panel). See Section 7, Learning Beyond The Classroom (LBTC) 2005. All education during school hours is free. We do not charge for any activity undertaken as part of the National Curriculum, however, voluntary contributions will usually be asked for. There are some circumstances when the school can make a charge for certain activities. The governing body has a 'Charging and Remissions' policy that details the full range of activities where a charge can be made. A copy of this is available from the school office and on the website.

Roles and Responsibilities

1. The Governing Body

The Governing Body will approve the Educational Visits policy and will ensure it is reviewed annually. The Governing Body will approve residential visits.

2. Headteacher

The Headteacher will ensure a suitable Educational Visits Co-ordinator is appointed and that suitable Visit Leaders are appointed for each trip. The Headteacher will sign off the Risk Assessment, in liaison with the EVC, and ensure it is logged on EVOLVE. There will be a named Visit Leader who is responsible overall for the supervision of the visit and will be appointed by the Headteacher. The Visit Leader is responsible for ensuring a pre-visit is carried out and that the necessary documentation and meetings, including Risk Assessment, is completed for and approved by the Educational Visits Coordinator/Headteacher at least two weeks in advance of the visit. The Risk Assessment will include the ratio of adult to children supervision and the number of first aiders or appointed persons needed. The Visit Leader will brief all staff and helpers involved in the visit and they will all be given a copy of the Risk Assessment.

Other teachers and staff involved in a visit

Teachers and staff on school-led visits act as employees of the LA and will, therefore, be acting in the course of their normal employment during their normal hours. They will be acting under an agreement with their Headteacher and Governors if some of their time on the visit falls outside normal hours.

Parent Helpers/Volunteers

At Barton School, we are aware that many educational visits could not take place without the goodwill of volunteer helpers. Volunteers will be adults known to the school as either family or governors. Volunteers will be asked to attend a briefing with the Visit Leader before the visit when they will be given the necessary documentations and be given a written list of the children in their group. Volunteers will be told that they have the responsibility to follow the instructions of the visit organiser and that the visit organiser retains overall responsibility. The school will appoint volunteer helpers as far in advance of the visit as practical and will provide

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opportunities for those volunteers to meet the pupils, for whom they will have responsibility. The school retains the right to make the final decision as to which volunteers accompany a visit as not all volunteers may be suitable or competent. However, the volunteer will not necessarily supervise their own child directly. The visit organiser is responsible for ensuring that each volunteer has the information they need, knows precisely what their role is and understands that they have a responsibility to carry out that role. Those helpers who are not DBS checked will not be alone with children and must be guided by school staff at all times. All volunteers accompanying a residential visit should obtain a DBS check. A list of DBS checked volunteers are kept in the office.

<https://oeapng.info/downloads/download-info/3-2g-vetting-and-disclosure-and-barring-service-dbs-checks>

<https://oeapng.info/downloads/download-info/3-3d-parent-and-guardian-check-list/>

Transport

<https://oeapng.info/downloads/download-info/4-5a-transport-general-considerations>

All children on trips out of school will wear trip tabards. Accompanying adults will also wear high visibility tabards. Adults will also carry mobile phones (pre-programmed with emergency numbers) and emergency procedure summary cards. All children will have “lost and lonely” cards attached to their clothing.

Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles and with at least one adult additional to the driver acting as an escort. It is a legal requirement that all passengers wear seatbelts and the driver should ensure that they do so. They should also be aware of and adhere to current legislation regarding the use of car seats for younger children.

1. Coach

All adults in the party should have the coach driver’s (s’) mobile telephone number(s), although Visit Leaders should be the first contact point. Reputable companies, preferably local, should provide coaches. Coaches must be fitted with working seatbelts. Coach companies should be vetted using the OAEPNG checklist below. Where coaches are organised as part of a package (e.g. ski trips), evidence of the coach company credentials, insurance and suitability should be provided and checked. Luggage must be put on shelves/lockers to prevent blocked emergency exits. Organisers should specify in writing particular needs and expectations when booking. Party leaders should check visually that the condition of the coach is acceptable before the trip commences. Any deficiencies must be noted and discussed initially with the driver. The party leader should insist on immediate correction or the provision of an alternative coach, whatever the delay time. See Generic Risk Assessment for more information. The party leader should note any significant issues of concern regarding driver conduct or other events during the journey. In serious cases of concern the coach should be stopped at the first safe opportunity. On return to school a dated accurate account of the incident must be filed. Children should be discouraged from travelling in the very front seat or middle back seat as they are most vulnerable in these locations. Adults on the trip should be dispersed around the coach between children, rather than sit together in one location. All seat belts should be checked and a final head count before departure. When being collected or dropped off by coach, the safest place should be ascertained, so that the fewest roads are crossed. All staff should be familiar with agreed road-crossing procedures outlined in the generic risk assessment. A safe place to gather must be communicated, so that a head count can be done. Pupils must have back packs for their belongings, so that their hands are free. Measures must be taken before travel (e.g. medication) for predictable cases of travel sickness as well as receptacles/cleaning products to deal with any other travel sickness events. Refer to generic risk assessments and training for travel and head counting procedures.

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<https://oeapng.info/downloads/download-info/4-5e-hiring-a-coach>

<https://oeapng.info/downloads/download-info/4-5f-checklist-assessing-a-coach-hire-provider/>

2. Private Car

In certain situations staff or volunteers may be required or offer to transport pupils as part of their work. Staff should not offer lifts to pupils unless the need for this has been agreed by the Headteacher. The Headteacher should be satisfied that driver and vehicles are suitable for proposed use. All staff must be made aware of the document "Guidance for Safer Working Practice", section 21. The school's insurance, provided by Zurich Municipal, covers all staff's private cars for occasional business use as long as they are not leased or on hire to the driver. Staff should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They should ensure that the vehicle is roadworthy and appropriately insured and that the maximum carrying capacity is not exceeded.

Providing there is parental consent, parents may transport their own child plus other children to school events, such as football matches, or for example local school events. The responsibility lies with the parents who have given consent. The organisation and details need to be decided and made clear with pupils and parents regarding the timing and the destination, well in advance of the event. In order to ensure clearly defined ending of responsibility on school trips, parents should be informed that responsibility for the children they are transporting begins once they arrive at the venue and ceases to be the school's once the activity venue has been left.

<https://oeapng.info/downloads/download-info/4-5c-transport-in-private-cars>

<https://oeapng.info/downloads/download-info/seat-belts-and-child-restraints>

3. Public transport

Public transport can also be used, including buses for local journeys, either as private hire or public use. An increased adult/pupil ratio must be considered and close supervision of the children must be ensured. Smaller, manageable sub-groups should be allocated a transport leader from the supervising adults available, responsible for ensuring their group ends up at the agreed destination. This is particularly important on the London Tube, where it may not be possible for all groups to board at the same time due to full carriages along some parts of the platform. Each sub-group leader assumes responsibility for the safe arrival at the predetermined meeting rendezvous and will have a folding emergency procedure card and mobile telephone with emergency contact numbers, as well as a mini first aid pack. As stated previously, each pupil should have a "lost and lonely" card attached to their person.

4. Walking

When walking to an event, pupils must walk in an orderly fashion, suited to the environment e.g. on a pavement in pairs or single file, with a leader at the front and back of the crocodile; other adults should walk within the body of the group at strategic positions, preferably with their allocated sub-group, adults closest to the traffic. See above comments about wearing of trip tabards.

When crossing roads, pupils should cross as a big group lined up along the pavement "open door", if possible, rather than a long crocodile. The chosen crossing technique will depend upon the environment. Staff and children will practise "open the door" crossing techniques before the visit and throughout the school year. Alternatively, particularly where there are multiple Pelican or Puffin crossings, small groups of

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children with an allocated “transport leader” can proceed as the lights allow. See the corresponding Generic Risk Assessment for road crossing.

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