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Abberley Parochial V.C. Primary School

Rooted and Ground in love

Educational Visits and Outdoor the Classroom Policy

Date reviewed: September 2024
Next review: September 2027
Our school vision is based on Paul's writings to the Ephesians:

Ephesians 3:17-19
That Christ may dwell in your hearts through faith, as you are being rooted and grounded in love. I pray that you may have the power to comprehend, with all the saints, what is the breadth and length and height and depth, and to know the love of Christ that surpasses knowledge, so that you may be filled with all the fullness of God.

Based on this vision, our curriculum is founded on the following key principles:

1. People in our school will learn to love and feel loved
2. People will be taught to comprehend through a breadth of opportunity and with significant depth of understanding
3. All people are entitled to live a fulfilled, enriched and joyful life and our curriculum will seek to enable this

Intent

Our curriculum intent is taken from our vision as a school:

1. We intend that all children feel loved and have the inner security and confidence to love and show love for others and our world. This includes a significant and age related depth of understanding and appreciation of diversity, deprivation, exploitation, democracy and mental and physical health.

2. We intend to enable pupils to think deeply over a broad range of subjects and topics; applying subject specific skills, which are precisely taught and developed, and transferring them between subjects where appropriate, thus enabling them to lead successful lives. Our curriculum must be both broad and deep, whilst being achievable within our framework.
3. We intend that our curriculum is tailored to enable all children who work and learn here to achieve, engage in genuine and varied learning opportunities, which provide the cultural capital and skills necessary to thrive in life, make safe decisions and learn the joy of individual and shared success.

Through our curriculum and enrichment programme, we seek to develop pupil's capacity to:

- exercise imagination and creativity
- appreciate beauty in the world
- be alive to experiences of awe and wonder
- be intrigued by mystery
- be aware that many things transcend us
- appreciate and be thankful for what is good in life
- show generosity towards others
- be self-aware
- empathise with the experiences of others
- love and care for themselves
- believe in their potential to achieve
- find inner strength and resilience when facing challenges
- be comfortable with stillness and silence
- be willing to take risks
- reflect and learn from success and failure
- be ready to say sorry when mistakes are made and be willing to forgive others
- be open minded and curious when exploring life's big questions

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Introduction

All schools are required to offer children a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities and experiences of adult life.
In our school we seek to ensure that the National Curriculum is delivered to all children, regardless of social background, race, gender or differences in ability. All are entitled to the development of knowledge, understanding, skills, and attitudes. To enrich the curriculum for our children, we also offer a range of offsite educational visits and other activities that add to what they learn in school. All school visits and off-site activities are planned in the broad educational context of supporting the following educational aims and objectives:

- To enrich our pupil's lives and instil in them our outlined spiritual capacities
- To develop in our pupils the learning attributes outlined in our curriculum and provide an opportunity to apply these in various and alterative contexts

Abberley Parochial V. C. Primary School acknowledges the many benefits of learning outside the classroom and is committed to supporting educational visits and activities that enrich the learning opportunities of children and young people. The school works within the requirements set out in Worcestershire County Council's 'The Management of Visits and Learning Outside the Classroom Activities' Policy and the formally adopted *Outdoor Education Advisers' Panel* '*Employer Guidance*' (available at http://oeapng.info/). All school staff will be made aware of the requirements of this policy and any changes that are made when the policy is reviewed.
Organisation
There is an appointed *Educational Visit Coordinator* (EVC). They are responsible for ensuring visits are approved as necessary and that all visits approved can be accommodated within the timetable. The EVCs have received relevant training in order to:

- grant verbal permission that a leader may plan a visit after deciding that the timetabling and ethos of the visit are acceptable;

- check and approve that the planning and risk management for visits follows employer policy and guidance, and to liaise with the LA as required; and

- ensure that there is sample monitoring of visits in keeping with the recommendations of employer policy and guidance.

The EVC will ensure that Visit Leaders, assisting staff and voluntary helpers are appropriately trained as required and specifically competent to carry out the responsibilities allocated to them for all visits. Visit Leaders will have over-all charge of the visits they lead, which will effectively be supervised with an

appropriate level of staffing. Relevant visit information is shared with parents and consent is sought where necessary. If we do not receive this written permission, the child will be unable to participate. When joining the school, each parent is asked to sign a document giving permission for their child to take part in activities within the area during their time at the school.

Procedures

Staff wishing to plan and undertake a visit (prospective Visit Leaders) should first seek advice from an EVC re planning their visit. Approval from the Local Authority (LA) will be required for all overseas visits, residential visits and those which include adventurous activities, be it provider or establishment lead. These visits must be logged on the EVOLVE system and will automatically pass such identified visits to the LA for approval. EVC/Headteacher will also automatically be sent a copy for checking and approval that the planning and risk management for the visit follows employer policy and guidance. Parents shall be given notice as early as possible about the details of visits, especially when due to take place beyond usual school hours.

Charging for school activities

All education during school hours is free. We do not charge for any activity undertaken as part of the National Curriculum. There are some circumstances when the school can make a charge for certain activities. The governing body has a charging policy that details the full range of activities where a charge can be made. A copy of this is available on the school website and from the school office.

Curriculum links

All educational visits and activities support and enrich the work we do in school. There are also a number of people who visit the school to support our work. Some visits relate directly to areas of learning for individual classes, whilst others relate to all our children.

For each subject in the curriculum there is a corresponding programme of activities which includes visits by specialists. All these activities are in line with guidance published by the LEA:

- English – theatre visits, visits by authors, poets and theatre groups;
- Forest School and science – use of the school grounds, visits to different environments and museums;
- Mathematics – use of shape and number trails in the local environment;
- History – castle visits, study of local housing patterns, local museums;

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- Geography – use of the locality for fieldwork, village trails;
- Art and Design – art gallery visits, use of the locality, working with visiting artists;
- PE – range of sporting fixtures, extra-curricular activities, visits by specialist coaches;
- Music – range of specialist music teaching, extra-curricular activities, local schools' performances, concerts for parents to hear; ▪ design and technology – visits to local factories/design centres; ▪ ICT – its use in local shops/libraries/secondary schools etc; ▪ RE – visits to local centres of worship, visits by local clergy.

We also strive for external visitors to come to the school. These visits support the personal, social and health education of our children. The vicar or a church member lead assemblies throughout the year. Other local people also take assemblies in the course of the school year. We do this with the full agreement of the governing body.

Residential activities

Children in Year 3/4/5/6 have the opportunity to take part in a residential visit. This activity is in school time and linked to the National Curriculum, so we do not make any charge for the education. We do, however, make a charge for board and lodging, insurance and specialist instruction for certain activities and the cost of travel. Parents of children who receive Pupil Premium funding are eligible for s subsidy to the cost as part of our pupil premium strategy.

Amongst other things, the residential visits enable children to take part in outdoor and adventure activities as part of their PE work. We undertake this visit only with the written agreement of the LEA. All specialist activities are undertaken with qualified instructors.

The visits encourage and develop self-reliance, self-discipline and self-esteem, enhance a sense of responsibility towards self, others and the wider environment, improve understanding and appreciation of the value of sustained endeavour, taking due account of religious, cultural, ethnic and genderbased diversity.

Risk Assessment

The school follows the guidelines on Risk Management in the LA Guidance. The risk assessment should identify significant risks and take measures to control these, through proper planning by staff leading the visit.

A risk assessment must be undertaken prior to all educational visits and off-site activities. It is the responsibility of the member of staff organising the visit or activity to complete the risk assessment, and this must be approved by an EVC. The risk assessment must include the SEN/medical needs of the specific group of children participating.
The school has a standard format for risk assessment. Risk assessments should be completed and saved in the risk assessment folder on the school's network. These can then be amended when further visits are organised. All adults accompanying the visit should be given a copy of the risk assessment and made fully aware of their responsibilities.

Pre-Visits

In order to undertake a full and comprehensive assessment of risks, a pre-visit is useful but not compulsory. Even where the visit is made regularly, risks should be re-assessed in light of current plans. It is usually the responsibility of the visit organiser to carry out a pre-visit.

Ratio of adults to pupils

Staffing ratios for visits are difficult to prescribe as they will vary according to the activity, age, group, location and the efficient use of resources. However, a general guide for visits to local historical sites and museums or for local walks, in normal circumstances, might be: 1 adult for every 6 pupils in school years 1 to 3 (under 5s reception classes may need to have a higher ratio). 1 adult for every 10 – 15 pupils in school years 4 to 6. The above are examples only. Group leaders should assess the risks and consider an appropriate supervision level for their particular group.
There should be a minimum of one teacher in charge. In addition to the teacher in charge there should be enough supervisors to cope effectively with an emergency. When visits are to remote areas or involve hazardous activities, the risks may be greater and supervision levels should be set accordingly.

Voluntary Help

At Abberley Parochial V. C. Primary School, we are aware that many educational visits could not take place without the goodwill of volunteer helpers. Volunteers will normally be people well-known to the school as either parents or governors. 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 opportunities for those volunteers to meet the pupils, for whom they will have responsibility, learning their names and getting to know them. 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 supervise their own child directly.

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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.

All volunteers accompanying a residential visit should obtain a DBS check. Only those who have received a DBS check will be allowed to spend any time on their own with a group of children. Volunteers without an enhanced DBS check must, when with children, remain in the company of another adult who does have one.

Transport

Parents will always be informed as to the type of transport being provided for an educational visit.

Coaches: Seat belts must be provided on all seats and it is school policy that each child will wear a seatbelt whilst travelling on a coach. The visit organiser is responsible for the conduct and behaviour of the children whilst they are travelling. The school must ensure that there is sufficient supervisory staff to ensure the health, safety and welfare of the children whilst travelling.

Teachers will not be allowed to use their private cars to transport children, unless they are accompanied by another approved adult and are suitably insured.

Travel time shall be taken into consideration by the Visit Leader when visits are planned. We will generally aim to plan visits with a maximum journey time of approx. 1 hour (less for younger children). However, on occasion, staff may feel that the educational value of a more distant location make a longer journey worthwhile. In such cases, more local destinations must first be ruled out.

Monitoring and Review

It is the responsibility of our governing body to monitor the effectiveness of this policy. The governing body does this by:

- Taking into serious consideration any complaints regarding educational visits from parents, staff or pupils; and reviewing this policy every three years.
- Receiving a report on any accidents which have occurred during visits