

Mapledown School



Working and Learning Together

Educational Visits Policy

Name of School	Mapledown School
This policy was written on This policy was reviewed in	September 2024
The policy is to be reviewed in	September 2027

Context

We believe that educational visits are an integral part of the entitlement of every pupil to have 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 Mapledown a supportive and effective learning environment. Experiential learning can also provide opportunities for development in other areas, including:

- Relationships
- Emotional & spiritual
- Cross curricular
- Individual
- Teamwork
- Environmental

Application:

Any visit that leaves the school grounds is covered by this policy, whether as part of the curriculum, during school time, or outside the normal school day.

In addition to this Educational Visits Policy, Mapledown:

1. Adopts Barnet's document: **Requirements for Educational and Recreational Visits**
<https://www.barnet.gov.uk/educational-and-recreational-visits>
2. Adopts National Guidance <https://oeapng.info/> (as recommended by the local authority).
3. Uses **EVOLVE**, the web-based planning, notification, approval, monitoring and communication system for off-site activities.

All staff are required to plan and execute visits in line with this school policy, Local Authority policy and National guidelines. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

Types of Visit and Approval:

Visits can be split into three categories:

1. **Visits and activities within the 'School Learning Area' that are part of the normal curriculum and take place during the normal school day.** These follow the 'School Learning Area' Operating Procedure (Appendix 1)
2. **Other non-residential visits within the UK that do not involve an adventurous activity. e.g visits to museums, farms, theatres, etc.** These are entered on EVOLVE by the visit leader and submitted to the EVC (Michaela Pogue) for checking. The EVC then submits to the Head (Sandra Chaaya) for approval.
3. **Visits that are overseas, residential, or involve an adventurous activity.** These are entered on EVOLVE by the visit leader and submitted to the EVC (Michaela Pogue) for checking. The EVC then submits to the Head (Sandra Chaaya) for approval. The Head then submits to the governors and to the local authority for approval.

Roles and responsibilities

Visit Leaders are responsible for the planning of their visits and for entering these on EVOLVE (where required). They should obtain permission for a visit from the Head Teacher or EVC prior to planning and before making any commitments. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements and should seek advice from the EVC where necessary.

The Educational Visits Coordinator (EVC) is Michaela Pogue, who will support and challenge colleagues over visits and learning outside the classroom (LOTC) activities. The EVC is the first point of contact for advice on visit related matters and will check final visit plans and risk assessments on EVOLVE before submitting them to the Head. The EVC sets up and manages the staff accounts on EVOLVE and uploads generic school documents, etc.

The Head Teacher (Sandra Chaaya) has responsibility for authorising all visits and for submitting those that are overseas, residential or adventurous to the governors and LA for approval.

The Governing Body has responsibility for authorising all overseas, residential or adventurous activities and for ensuring that the school health and safety policy is produced, implemented and reviewed.

The Local Authority is responsible for the final approval (via EVOLVE) of all visits that are either overseas, residential and/or involve an adventurous activity.

Staff Competence

We recognise that staff competence is the single most important factor in the safe management of visits and so we support staff in developing their competence in the following ways:

- Working alongside and assisting an experienced visit leader before taking on a leadership role.
- Supervision by senior staff on some educational visits.
- Support for staff to attend training courses relevant to their role, where necessary.

A visit leader's competence will be assessed by taking into account the following factors:

- Relevant experience
- Previous relevant training
- The ability to make dynamic risk management judgements and take charge in the event of an emergency.
- Knowledge of the pupils, the venue and the activities to be undertaken.

Emergency Procedures

A critical incident is any incident where events go beyond the normal coping mechanisms and experiences of the 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 annually and following any major staffing changes. The visit leader will carry an 'Emergency Procedure' keyring on all educational visits.

When an incident overwhelms the establishment's emergency response capability, or 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.

Educational Visits Checklist

Mapledown's Educational Visit Checklist forms part of the risk assessment process for visits and offsite activities and may be downloaded from EVOLVE resources. This has been adapted from the LA's generic checklist. A visit should only go ahead if the answer to all relevant questions is 'YES'.

Parental Consent

Consent is not required for activities within the School Learning Area that are part of the normal curriculum, during normal school time.

The school obtains blanket consent at the start of each year for certain, other routine activities, e.g. swimming. Parents will sign and date a paper consent form.

Specific, (i.e. one-off), parental consent must be obtained for all other visits. For these visits, sufficient information must be made available to parents so that consent is given on a “fully informed” basis via a signed consent form.

Transport

All employees who drive a minibus must have undertaken a physical driving assessment which is completed every three years. All drivers, who are expected to use or drive School minibuses for school purposes must hold as a minimum, a valid and current driving license for the type of vehicle being driven and have held it for at least 3 years. The Driver is required to be 21 years old or over, and be medically fit. Drivers have also completed emergency evacuation training.

Every minibus must have a valid Tax and MOT certificate, if more than one year old. The drivers of the minibus should satisfy themselves that the minibus has a current MOT certificate. The driver is responsible for conducting a pre-drive safety check before every journey and knowing where fire extinguishers and the first aid kit is located.

Please also see **Minibus Policy**.

Appendix 1 – School Learning Area

General

Visits within the 'School Learning Area' that are part of the normal curriculum and take place during the normal school day follow the Operating Procedure below.

These visits:

- Do not require parental consent.
- Will require a risk assessment which has been authorised by EVC or Head.
- Should be recorded on EVOLVE if regular
- Do not need to be recorded on EVOLVE if these are ad-hoc activities e.g. local supermarket.

Boundaries

The boundaries of the School Learning Area include, but are not limited to, the following frequently used venues:

- Brent Cross Pavilion
- Exploratory park
- Tesco
- Brent Cross shopping centre
- Whitefield's school
- Claremont school

Potential, significant risks will be clearly identified and planned for within the visit risk assessment.

Appendix 2 – Emergency Procedure

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

1. All staff attending visits will have read and signed a risk assessment to confirm that they understand and will adhere to emergency procedures.
2. There is always a nominated emergency base contact for any visit (during school hours this is the office).
3. 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 at all times.
4. For activities that take place during normal school hours, the visit leadership team will be aware of any relevant medical information for all participants, including staff.
5. For activities that take place outside normal school hours, the visit leadership team and the emergency contact/s will be aware of any relevant medical information and emergency contact information for all participants, including staff.
6. The visit leader/s and the base contact/s 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.

7. For visits that take place outside the School Learning Area, the visit leader will carry either:
 - a) An LA Emergency 'Card' (see EVOLVE Resources), or
 - b) An OEAP National Guidance Emergency action card (*Available via www.oeap.info*)
8. This Emergency Procedure is tested through both desk-top exercises and periodic scenario calls from visit leaders.

Please also see Emergency Plan 2024

<https://docs.google.com/document/d/1529345QFS5uFYhBazdmBb0wmHBeL1Vdz/edit>

