



BENGEWORTH CE ACADEMY

EDUCATIONAL VISITS POLICY 2022 – 2023

September 2022



Bengeworth
Multi Academy Trust

Brilliant People • Better Schools • Bright Futures

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STATEMENT OF INTENT

Curriculum Intent:

At Bengeworth CE Academy, we provide a broad and balanced curriculum which is underpinned by our values, core beliefs and aims. Our intent and vision is to provide inspirational learning experiences that will ignite sparks within the children and enable them to develop as confident, articulate and happy individuals who achieve academic excellence, prepared for the wider world ahead of them.

We have taken great care to design our curriculum to achieve our vision and ensure that our values underpin it. We aim to ensure that the curriculum is exciting and challenging and reflects and nurtures children's interests and needs and celebrates the many successes of our children. Links between subjects are made to ensure there is an engaging and relevant context within which to learn and topics are used as the driving forces for each half term/term's focus. We strive to create and provide opportunities for the children to develop their creativity and imagination, promoting new interests and an awareness of the wider world. We are fully committed to teaching the vital life skills children need in order to be safe and happy in and out of school.

Educational Visits' Intent:

Our aims are to give pupils a broad, balanced and an enriched curriculum with a wide variety of experiences which engage children beyond the classroom. We aim to develop a desire for learning and stimulate their learning through a range of activities outside the classroom and through meeting other people.

LEGAL FRAMEWORK

Bengeworth CE Academy adopts the Worcestershire County Council Policy document:

'The Management of Visits and Learning Outside the Classroom Activities Policy'

This policy applies to all visits and LOfC activities whether or not they occur during:

- Normal working hours
- Weekends
- During holidays

Guidance being adopted

Bengeworth CE Academy has chosen to adopt the OEAP National Guidance as sited within the WCC Corporate Policy document. All staff involved in Off Site visits and LOfC activities must follow this guidance unless WCC has provided alternative guidance either as a whole or in parts of the OEAP National Guidance. WCC has facilitated visits and LOfC activities by the provision of an Off-site Visits Advisor (a panel member of the OEAP), the electronic management system EVOLVE and OEAP is an accredited training provision.

LINKED POLICIES

LOtC Policy
Safeguarding and Child Protection Policy
Charging and Remissions Policy
First Aid Policy
Curriculum Policy
Equality Statement
PE Policy

IMPLEMENTATION

Roles and responsibilities

The normal responsibilities and duties of the following, relating to off-site visits:

- Governors
- Head Teacher and Head of School – Approval including staff approval
- Educational Visits Coordinator (EVC)
- Visit Leaders

The Educational Visits Coordinator is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subjects.
- Reviewing changes to the national curriculum and advising teachers on their implementation with relation to educational visits.
- Ensuring all staff are visit leader trained.
- Supporting staff in completing risk/benefit assessments.
- Monitoring the provision of educational visits and visitors, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective visit opportunities for pupils.
- Liaising with teachers across all phases.
- Communicating developments in the subjects to all teaching staff and the senior leadership team (SLT), as appropriate.
- Leading staff meetings and providing staff members with appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met.
- Collating reviews of visits and setting new priorities for the development of educational visits in subsequent years.

The classroom teacher(s) is/are responsible for:

- Acting in accordance with this policy.

- Planning visits and visitors effectively, ensuring relevance within the content of the national curriculum.
- Completing relevant paperwork at least three weeks prior to any visit planned and uploading to EVOLVE. See section 9 for step by step instructions.
- Reporting any concerns regarding the visit sites to the **EVC** and/or a member of the **SLT**.
- Undertaking any training that is necessary in order to effectively lead educational visits.
- Reviewing the visit to assist future planning.

IMPACT

Equal Opportunities

We are an inclusive school that ensures all pupils are provided with equal learning opportunities, regardless of social class, gender, culture, race, disability or learning difficulties.

In order to ensure pupils with SEND achieve to the best of their ability, outcomes are adapted and the educational visit experience and expectations may be differentiated for these pupils.

The school aims to maximise the use and benefits of Educational Visits as one of many resources to enable all pupils to achieve their full potential.

Teaching and Learning

The school uses a variety of teaching and learning styles in subject lessons. The main aim of these lessons is to develop pupils' knowledge, skills and understanding.

The following skills are key to development, and we promote these through our creative, broad and balanced curriculum:

- Communication.
- Application.
- Information Technology.
- Working with others.
- Improving own learning and performance.
- Problem solving.
- Mastery of key knowledge, understanding and skills within a coherent, broad and balanced curriculum
- Global, Social, Health, Environmental, Entrepreneurial, Spiritual, Moral, Social and Cultural awareness and understanding.
- Deeper level Thinking and Learning Skills.
- Meaning and purpose to children in the here and now, and prepare them for the next phase of their education and for their future.
- Widening of horizons and raising aspirations about the world of work and further education through increased Cultural Capital.
- Recognition that personal development is essential to wellbeing and success.

The **classroom teacher**, in collaboration with the **subject leader**, will ensure that the needs of all pupils are met by:

- Organising relevant educational visits to support the curriculum
- Ensuring any educational visit is organised in a way that all pupil will benefit from the experience
- Utilising support professionals to ensure that pupils are effectively supported.

Planning

Curriculum Maps are used to outline the learning journey of each year group over the year which identifies key texts, topics, learning objectives, enterprise opportunities, trips and visits and shows how skills and knowledge will be built upon from the previous year whilst providing an engaging and broad curriculum for the year.

Medium term planning gives clear guidance on the skills and knowledge that we are developing within each topic/subject, showing progression from the previous year. Regular reviews take place every term.

Short term weekly planning journals are then used to map the journey within each week of the children's learning outlining key learning objectives, activities and opportunities.

Educational visits support the curriculum in a variety of ways. They can be used as an introduction to a topic, a mid-point enhancement of teaching and learning or as a way of tying all the learning together at the end of a topic.

Planning for educational visits is made yearly, with information shared with parents with regards to timings and costings. Detailed plans are made prior to each visit. Details of the planning process can be found in Appendices.

Assessment and reporting

As educational visits are an enhancement of the curriculum on offer, assessment of the children's learning on any given visit is likely to be subjective and anecdotal.

With regards to educational visits, assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against the learning objectives
- Pupils' self-evaluation of their work

Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.

Monitoring and review

This policy will be reviewed annually by the subject leader and the Head Teacher.

Any changes made to this policy will be communicated to all members of staff.

All members of staff directly involved with the leading of Educational Visits are required to familiarise themselves with this policy.

The scheduled review date for this policy is September 2023.

APPENDICES TO SUPPORT SUBJECT AREA (INCLUDING RESOURCES)

General requirements

All staff receive Visit Leader training using employer-approved providers (this lasts 3-5 years – training log kept by EVC). Staff who are not trained may not be named as the Visit Leader on any Educational Visit.

Teachers will be expected to plan relevant, curriculum-enhancing educational visits at the start of the academic year. They should add these to the Educational Visits' yearly overview document, their curriculum map and each of their medium term plans.

Day Visit (*Step by step*)

All classes have an Educational Visits pack which outlines the processes and requirements for organising an educational visit.

Members of staff must complete a preliminary visit. They will visit the proposed venue to ensure that it is suitable for the age, ability and experience of the pupils in their class. This will inform their risk assessment and planning of the day.

At this stage all the below should be considered;

- Date is appropriate
- Costings are acceptable/appropriate
- DBS helpers and ratios have been considered for the visit risks to be deemed 'acceptable'
- The distance from school is below 50 miles

The teacher will then put the date in the school diary and write a letter to parents at least 3 weeks before the visit informing parents of the venue for the visit, the reason why the teacher has planned it, the total cost and seeking parents' approval and willingness to make a voluntary contribution to cover the cost of the visit. Teachers must provide the admin team with a copy of the letter for the website and newsletter.

Parents who are experiencing financial hardship will need to make an appointment with a member of the SLT to discuss the matter and arrangements to pay a proportion of the cost, if this is appropriate.

The teacher will complete a coach-booking form through the school office if this is necessary. Only reputable companies are used. Pupils will always wear seatbelts on the coaches and mini-buses. Pupils will be supervised at all times when they are on any visit.

A minimum of three weeks before the visit the visit and associated Risk/Benefit assessment will be logged onto the 'Evolve' system. The EVC, Headteacher or Head of School will approve the visit and staff will be notified. If adjustments need to be made to the risk assessment, staff will be notified and these changes must be made immediately.

Maps, itineraries and walking routes (if relevant) should be uploaded to Evolve for all staff to access and paper copies printed out. Groupings and emergency plans should also be shared.

All relevant information will be shared with any accompanying adults at least 24 hours prior to the trip.

Teachers must notify music lessons, parent helpers, and hot lunches. If a packed lunch is required for a number of children this can be arranged by emailing kitchen staff. Playground and first aid duties must be covered in school.

Reminder letters or a text will be sent to parents who have not yet consented or paid.

On the day

On the day of the visit a list of the pupils participating will be sent to the school office. The group leader will need to;

- Take a list of participants and a list of emergency contact telephone numbers.
- Have the necessary medication, equipment and documentation; e.g. inhalers, sick buckets, accident forms and head bump letters.
- Fill out the Educational visits form.
- Be aware of a contingency plan if the coach is later back at school than planned.
- Notify caretakers of the trip so that school gates can be opened for easy and safe access back into school if the trip is delayed.

After the visit

Evaluation to be filled out electronically. This will inform staff on the next visit if re-visiting the same venue at a later date for quality assurance and to ensure important information is reported.

If there are any concerns regarding problems that may have occurred during the visit regarding children's safety; it is the responsibility of the VL to report the incident to the office staff so it can be kept on file and checked it has been followed up, e.g. 'complaint'. The VL also needs to inform SLT, EVC and teachers so they are aware of what has happened before they go out on their next visit.

Local Visits

At the beginning of each year consent will be obtained from parents to allow their son/daughter to participate in local visits. i.e. to church or into Evesham. Parents will always be notified if their child will be leaving the school premises however additional consent is not required. A risk assessment should be carried out to ensure the safety of all participants.

Providers - Selection and Assessments' Procedures (*Including Residential Visits*)

Website - Visit the providers website or seek its official literature'

Quality badge - Find out what if any quality badge they have and what it actually assesses/inspects to gain the quality badge, check out if the provider actually holds the quality badge stated (WCC recognise LOTC, Adventure Mark, AALS).

Engage with the provider – talk to them, get risk assessments from them and any other information they can provide e.g. plans, maps directions, car parking etc.

Past visit – Check using EVOLVE if other schools have used this provider or look at own past school visits and feedback after the visit.

Preliminary Visits - Carry out a preliminary visit, if not try to seek a contact from another school who have used the provider by using the EVOLVE system.

Governing Bodies – Check if any of the activities planned are affiliated to a governing body e.g. rugby – Rugby Football Union, canoeing – British Canoe Union.

Responsibility for the pupils remains with the school staff at all times. The pupils will never be left with providers without a member of school staff.

Volunteers/Helping Hands

Volunteers require an enhanced DBS check, 2 references and go through an induction and training process, including safer working practice.

The Helping Hands' coordinator completes an assessment of competency to carry out any specified roles.

A volunteer can NOT act as a visit leader. The volunteer MUST STAY within sight of a VL at all times.

Emergency Procedure and Incident Reporting

An emergency 24/7 contact is always organised during a planned visit, the Visit Leader is responsible for checking if that person is still available and competent to carry out this role before a visit.

The Visit Leader must provide the emergency contact with all the paperwork for the Educational Visit.

The Visit Lead teacher and group leaders should always carry a mobile phone, and these details should be shared as appropriate.

Paperwork to be taken on a trip

- Written procedure on how to escalate and deal with a critical incident (which is in every Educational Visits Pack)
- Contact details of staff, volunteers and pupils next of kin details should be taken on the visit.
- Details of medical, special needs and or behavior needs of participants should be taken.
- Details of transport arrangements including emergency contact
- First aid provision during the visit
- Itinerary

Behaviour of staff, volunteers and pupils

High expectations of conduct for staff, volunteers and pupils e.g. no alcohol, smoking, sneaking about after 'lights out' etc.

Parents sign that they understand they are to remove a pupil from the visit if he/she does not comply with the set codes of conduct, which will be shared with pupils prior to a trip.

Supervision requirements can be made of staff at all times during the visit, including down time and night time; the expectation is that staff will be acting in a supervisory role even when in their own 'down time'.

Staff must ensure a suitable ratio of supervision is in place at all times; what is an 'Acceptable Risk' within the risk assessment.

Provision and clarity on discipline and sanctions on visits for non-compliance will be given before the visit.

Any specific rules relevant to the visit to be set out by Visit Leads and agreed before the visit e.g. no mobile phones or other electronic devices etc.

There may be occasions when staff need to take on a supervisory role in unexpected circumstances towards a victim or perpetrator, where the individual is a member of your party.

Exclusion and Inclusion

It is unlawful to treat a disabled person less favourably or fail to take steps to ensure that disabled persons are not placed at a substantial disadvantage without justification.

Expectations of staff must be reasonable and within their own competency to provide inclusion of a young person.

This policy endorses the following principles:

- A presumption of entitlement to participate
- Accessibility through direct or realistic adaptation or modification
- Integrations through participation with peers

Insurance

Bengeworth CE Academy School Risk Protection Arrangement covers school trip within the UK. (EFA RPA Scheme).

Trips/visits to other countries are not covered and need separate insurance arranged which will be arranged by the Visit Leader.

Payment

All trips are costed and charged at the rate it costs an individual pupil. The school reserves the right to cancel trips if there is not enough support forthcoming from parents.

Parents should pay online through 'ParentPay' or approach SLT if they are unable to make payments

Bengeworth

Multi Academy Trust

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Bengeworth Multi Academy Trust

King's Road, Evesham, WR11 3EU

office@bengeworth.worcs.sch.uk

www.bengeworthtrust.co.uk

Company Registration Number: 08943457

UID: 16942

UKPRN: 10060770

