



# Thorpepark Academy

## Educational Visits Policy



1	Summary	Educational Visits			
2	Responsible person	Caroline Knight			
3	Accountable SLT member	Caroline Knight Britta Dickinson-Fry			
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
5	Who has overseen development of this policy	Donna Nahar/ Lucy Holtby Caroline Knight			
6	Who has been consulted and recommended policy for approval	Governors			
7	Approved by and date	September 2022			
8	Version number	3			
9	Available on	Every	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N	Trust website <input type="checkbox"/> Y <input type="checkbox"/> N Academy website <input checked="" type="checkbox"/> Y <input type="checkbox"/> N SharePoint <input checked="" type="checkbox"/> Y <input type="checkbox"/> N	
10	Related documents (if applicable)				
11	Disseminated to	<input type="checkbox"/> Trustees/governors <input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
12	Date of implementation (when shared)	September 2022			
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input type="checkbox"/> N			



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## 1. Introduction

At Thorpepark Academy we believe that educational visits are an integral part of the entitlement of every pupil to an enriched balanced curriculum. Appropriately planned visits are known to enhance learning and improve attainment and form a key part of what makes Thorpepark Academy a supportive and effective learning environment. The benefits to pupils of taking part in visits and learning outside of the classroom include:-

- Improvements in their ability to cope with change
- Increased critical curiosity and resilience
- Providing opportunities for creativity and developing learning relationships
- Increase levels of trust and opportunities to examine the concept of trust with themselves and each other
- Improved achievement and attainment across a wide range of curricular subjects. Pupils are active participants and develop different learning styles
- Development of the social and emotional aspects of intelligence
- Encourages pupils to become more risk aware
- Greater sense of personal responsibility
- Enhancing communication skills and developing team work
- The development of a fit and healthy lifestyle

The school works with Hull Children's University to provide diverse visits which enhance the children's learning. They also provide competent staffing to help with the visits, ratios usually 1 to 4. 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 Education Visits Policy Thorpepark Academy:-

1. Adopts the Local Authority's document 'Guidance for Educational Visits and Related Activities with National Guidance & EVOLVE
2. Adopts National Guidance [www.oeapng.info](http://www.oeapng.info) (as recommended by the LA)
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.

## 2. **Three types of visit:**

### 1. **Visits/activities within the school learning area that are part of the normal curriculum and take place during the normal school day**

Local and ad hoc visits in the local area are covered by parents/carers signing the admission form and being informed in the weekly newsletter (see appendix 1)

### 2. **Other non-residential visits within the UK that do not involve an adventurous activity. For example visits to museums, farms, theme parks, theatre etc**

These are entered on EVOLVE by the visit leader and submitted to the EVC/Head of School for checking and approval.

### 3. **Visits that are overseas, residential or involve an adventurous activity**

These follow the same as number 2 and then the Head of School then submits the visit to the LA for approval.

## 3. **Roles and Responsibilities**

Visit leaders are responsible for the planning of the visits and for entering these on EVOLVE (when required). They should obtain outline permission for a visit from the Head of School/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 EVC is Caroline Knight who will support and challenge colleagues over visits and learning outside the classroom activities. The admin team the first point of contact for advice on visit related matters and will check final visit plans on EVOLVE before submitting them to the Head of School/EVC. Donna Nahar sets up and manages the staff accounts on EVOLVE and uploads generic school documents.

The Head of School has responsibility for authorising all visits and oversees the submitting of visit forms to the board for approval.

The Governing Body's role is that of a critical friend. The Head of School adds all visits to her Governing Body report.

The board is responsible for the final approval of all visits that are either overseas, residential or involve an adventurous activity.

## 4. **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:

- New staff to work alongside experienced visit leaders before taking on a leadership role.
- Supervision by senior staff on some educational visits
- Support for staff to attend training courses relevant courses relevant to their role, where necessary



In decide whether a member of staff is competent to be a visit leader, the Head of School will take into account the following factors:-

- Relevant experience
- Previous relevant training
- The leader’s ability to make risk assessment judgements and take charge in the event of an emergency.
- Knowledge of the group of children, the venue and the activities to be undertaken

**5. 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 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.

**6. Educational Visits Checklist**

Thorpepark Academy Educational Visits Checklist forms part of the risk management process for visits and off-site activities and is below:-

**School Self-Assessment Monitoring Form**

<b>NAME OF SCHOOL</b>	THORPEPARK ACADEMY SCHOOL
<b>NAME OF HEAD OF SCHOOL</b>	CAROLINE KNIGHT
<b>NAME OF EDUCATIONAL VISITS CO-ORDINATOR</b>	CAROLINE KNIGHT
<b>NAME OF EDUCATIONAL VISITS CO-ORDINATOR (ADMIN)</b>	DONNA NAHAR BRITTA FRY

	<b>Yes</b>	<b>No</b>	<b>?</b>
<b>1. GENERAL</b>			
1.1 During the year, does the school organise any offsite visits?	√ <b>Cat 1/2</b>		<b>Cat 4</b>
1.2 If yes, what types?	√	√	
<b>2. MANAGEMENT</b>			
2.1 Is there a specific school policy for educational visits?	√		
2.2 Are School and LA visit guidelines clearly available and accessible to staff?	√		
2.3 Are all visit plans checked/assessed by the EVC/Head of School?	√		
2.4 Do staff refer to and use the LA Generic Risk Assessments?	√		
2.5 Does the school have written procedures for emergencies/delayed returns?	√		
2.6 Does the school actively monitor and review its own offsite visits?	√		





Specific parental consent must be obtained for all other visits. A letter is sent to parents detailing everything about the visit so that consent is given on a fully informed basis. Parents are also reminded about school visits in the monthly newsletter.

### **8. Inclusion**

All children are allowed on school visits unless it becomes clear that they are a Health and Safety risk to take.

### **9. Charging**

The school subsidizes all school trips and asks for voluntary contributions from parents. No child is ever excluded from a visit if they haven't made a contribution.

### **10. Transport**

The school uses a bus with a hired driver. or the school mini bus. There is always another member of staff on the minibus if the driver is a member of staff also.(deleted) If staff are taking children in their car on a visit; this is clearly explained to the parents in the visit letter.

### **11. Insurance**

The school insurance for visits is with the DFEE.



## Appendix 1 School Learning Area

Local and ad hoc visits in the local area are covered by parents/carers signing the admission form and being informed in the monthly newsletter.

### General

Visits/activities 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
- do not normally need additional risk assessments
- should only be recorded on EVOLVE if regular e.g. Swimming lessons
- do not need to be recorded on EVOLVE if these are ad-hoc activities

### Boundaries

The boundaries of the School Learning Area are the edges of Orchard Park Estate. This area includes, but not limited to, the following frequently used venues:-

- Sirius North Academy
- Tesco's
- Local shops
- Local schools
- Local park
- Health centre 'Orchard Centre'
- Greenwood Avenue Library
- The Parks children centre

### Operating Procedure for School Learning Area

The following are potentially significant issues/hazards within our School Learning Area:-

- Road traffic
- Other people/members of the public/animals
- Losing a pupil
- Uneven surfaces and slips, trips and falls
- Weather conditions

### These are managed by a combination of the following:

- The Head of School, Deputy Head of School or a member of the Senior Leadership team must give verbal approval before a group leaves
- Only staff judged to be competent to supervise groups in this environment are approved.
- The concept and operating procedure of the 'school learning area' is on the admission form and is explained to all new parents when their child joins the school.
- There will normally be a minimum of two adults.
- Staff are familiar with the area, including any no go areas and have practiced appropriate group management techniques.
- Pupils have been trained and have practiced standard techniques for road crossings in a group.
- All pupils are briefed on what to do if they become separated from the group.
- Pupils' clothing and footwear is checked for appropriateness prior to leaving school.
- Staff are aware of any relevant pupil medical information and ensure that any required medication is available.





- Staff will always register their class before leaving on a visit and inform the school office that they are leaving the site and what time they will approximately return.
- A school mobile is taken with each group and the office have the number. Staff may use their own mobile if they prefer but must make sure the office has the number.



## **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 and out of school hours it is Donna Nahar).
2. This nominated base contact will be able to make contact with an experienced senior manager at all times.
3. For activities that take place during normal school hours, the school will be aware of any relevant medical information for all participants, including staff.
4. For activities that take place outside normal school hours, the school will be aware of any relevant medical information and emergency contact information for all participants including staff.
5. The visit leaders and the base contact know to request support from the local authority in the event that an incident overwhelms the establishments emergency response capability, involves serious injury or fatality, or where it is likely to attract media attention.
6. For visits that take place outside the School Learning Area the visit leader will carry either:
  - a) An LA emergency card (see below)
  - b) An OEAP National Guidance Emergency action card (Available via [www.oeap.info](http://www.oeap.info))
7. This emergency procedure is tested through both desk top exercises and periodic scenario calls from visit leaders.

### **EMERGENCY CARD (VISIT LEADER)**

#### **Emergency Card (Visit Leader)**

**This 'card' must remain with the Visit Leader at all times on a visit**

**In the event of a significant incident or accident that does not involve serious injury or fatality, and/or is not likely to attract media attention, the Visit Leader should seek advice from their establishment emergency contact(s). This should normally include a member Senior Management of the establishment.**

**In the event of an incident that does involve serious injury or fatality, and/or is likely to attract media attention, the Visit Leader should adopt the following protocol:**

1. Assess the situation;
2. Safeguard uninjured members of the group (including self);
3. Attend to any casualties;
4. Call emergency services, if appropriate.  
(999 or appropriate local number if abroad, Europe 112, North America 911)
5. **Contact the LA Emergency Contact Number** to report the incident and request assistance.

#### **Hull City Council Emergency Contact 01482 616720**

Be prepared to give: Your name and Establishment/Group  
Phone number and back up phone numbers  
Exact Location  
Nature of Incident

**Number in the Group**

You will be called back as soon as possible so try not to make outgoing calls until contact is made. You will be given advice and asked what the LA can do to support you.

Then:

- Contact your establishment, EVC or Home Contact (see below) and seek further advice. If you are unable to do this, the LA will contact your establishment on your behalf.
- If practicable, delegate party leadership to the Deputy Leader, in order that you can be contactable at all times, and to enable you to coordinate all necessary actions;
- You will be provided with a dedicated number to refer all press, media, parental, or other enquiries to the LA and for continuing contact with the LA during the incident.
- Wherever possible, prevent group members from using telephones or mobiles, or going on-line until such time as this has been agreed by the LA;
- Do not allow any member of the group to discuss liability with any other party.

When the incident is under control:

- Seek further and full details of the incident, how and why it happened so far as can be established at this stage;
- Maintain a detailed written log of all actions taken and conversations held, together with a timescale – It may be appropriate to ask someone else to do this;
- Contact the British Consulate / Embassy if abroad.

<b>Name</b>	<b>Office/ Home (if applicable)</b>	<b>Mobile</b>
Establishment	01482 854632	
Hull City Council (Rachel Roberts)	01482 616200	077114 39321

If the visit will be outside normal establishment hours:

Establishment 'Home' Contact	DONNA NAHAR	01482 837011 07827225231
Head of Establishment / EVC	CAROLINE KNIGHT	01482 789061 07549140473