



Mountbatten Primary School

Educational Visits Policy



1	Summary	EVC (Educational visits policy)			
2	Responsible person	Chris Gatenby			
3	Accountable SLT member	Jamie Wegg			
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	Chris Gatenby Jamie Wegg			
6	Who has been consulted and recommended policy for approval	Chris Gatenby Jamie Wegg			
7	Approved by and date	5.10.22			
8	Version number	1			
9	Available on	Every	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N	Trust website Academy website SharePoint	<input type="checkbox"/> Y <input type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N
10	Related documents (if applicable)				
11	Disseminated to	<input checked="" 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 checked="" type="checkbox"/> N			



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1. Aims

We believe that educational visits are an integral part of the entitlement of every pupil to 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 Mountbatten Primary School a supportive and effective learning environment. The benefits to pupils of taking part in visits and learning outside the classroom include, but are not limited to:

- Improvements in their ability to cope with change.
- Increased critical curiosity and resilience.
- Opportunities for meaning making, creativity, developing learning relationships and practicing strategic awareness.
- Increased levels of trust and opportunities to examine the concept of trust (us in them, them in us, them in themselves, them in each other).
- Improved achievement and attainment across a range of curricular subjects. Pupils are active participants not passive consumers, and a wide range of learning styles can flourish.
- Enhanced opportunities for 'real world' 'learning in context' and the development of the social and emotional aspects of intelligence.
- Increased risk management skills through opportunities for involvement in practical risk-benefit decisions in a range of contexts. i.e. encouraging pupils to become more risk aware as opposed to risk averse.
- Greater sense of personal responsibility.
- Possibilities for genuine team working including enhanced communication skills.
- Improved environmental appreciation, knowledge, awareness and understanding of a variety of environments.
- Improved awareness and knowledge of the importance and practices of sustainability.
- Physical skill acquisition and the development of a fit and healthy lifestyle.



The school seeks to provide diverse visits which enhance the children's learning linked to each topic that they study. 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.

2. Application

In addition to this Educational Visits Policy, Mountbatten Primary School:

1. Adopts the Local Authority's (LA) document: 'Guidance for Educational Visits and Related Activities with National Guidance & EVOLVE' (All staff have access to this via EVOLVE.)
2. Adopts National Guidance www.oeapng.info, (as recommended by the LA).
3. Uses EVOLVE, the web-based planning, notification, approval, monitoring and communication system for all off-site activities.

All staff are required to plan and execute visits in line with this document, 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

There are 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.

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

- 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 Chris Gatenby and Head of School Jamie Wegg for checking and approval.

- 3) Visits that are overseas, residential or involve an adventurous activity.

These follow the same as number 2, but the Head of School Jamie Wegg then submits the visit to the LA for approval.

3.Roles and responsibilities

Visit leaders are responsible for the planning of their visits, and for entering these on EVOLVE. They should obtain outline permission for a visit from the EVC Chris Gatenby and Head of School Jamie Wegg prior to planning, and certainly before making any commitments. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements.

The Educational Visits Coordinator (EVC) is Mr Gatenby, 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 on EVOLVE before submitting them to the Head of School. The EVC sets up and manages the staff accounts on EVOLVE, and uploads generic school documents.

The Head of School Jamie Wegg has responsibility for authorising all visits and for submitting all overseas, residential or adventurous activity visits to the LA for approval, via EVOLVE.

The Governing Body's role is that of a critical friend. Individual governors may request 'read-only' access to EVOLVE.

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.

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 to their role, where necessary.



- In deciding whether a member of staff is competent to be a visit leader, EVC Chris Gatenby and Head of School Jamie Wegg will take into account the following factors:
 - Relevant experience.
 - Previous relevant training.
 - The prospective leader's 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.

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 1).

All staff on visits are familiar with this plan and it is tested at least bi-annually and following any major staffing changes. All staff will carry an emergency card for visit leaders which is downloadable from Evolve resources.

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. Approval

The approval process is as follows for each type of visit:

- 1) Local visits and walks are risk-assessed in the same way as day trips. Staff must complete an Event Specific Notes (ESN) form and attach it to the Evolve for that educational visit. This is then sent to the EVC as with all trips.
- 2) Day visits within the UK that do not involve an adventurous activity. Staff must complete an Event Specific Notes (ESN) for and attached to the EVOLVE for that educational visit. These must be submitted to the EVC Chris Gatenby for checking at least two weeks in advance, and then forwarded to the Head of School Jamie Wegg for approval.
- 3) Visits that are overseas, residential, and/or involve an adventurous activity (see LA guidance for definition of 'adventurous') are then submitted by the Head of School Jamie Wegg to the LA for approval.

7. Educational Visits Checklist

Mountbatten Primary School's Educational Visits Checklist forms part of the risk management process for visits and off-site activities. 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'. Mountbatten Primary School's Educational Visits Checklist may be downloaded from EVOLVE Resources.

8. Adult/Pupil Ratios

All educational visits should have sufficient adults taking part to provide the following minimum ratios:

EYFS 1:3

Years 1, 2 and 3 1:6

Years 4, 5 and 6 1:15

Any visit will require a minimum of two adults. However, these are minimum requirements, and may not provide adequate supervision in all cases. Where needed, parents and volunteers may be used to ensure the correct ratios are met. These will be recorded as such on the Evolve for the educational visit. There should be at least 1 teacher for every 30 pupils.



9. Evolve

An Evolve should be completed for any educational visit which leaves the school site. As part of the planning process before an educational visit, the visit leader should complete an Events Specific Notes (ESN) form to identify potentials risks and how these will be managed. This should then be attached to the Evolve. The ESN should include information under the following headings: S – staffing; T – timing; A – activity; G – group; E – environment; D – distance.

If a visit leader, or another member of staff also taking part in the educational visit, has no prior knowledge of the venue for the visit, a pre-visit should take place before completing the ESN to establish potential risks and how those risks will be managed.

It is the visit leader's responsibility to ensure that providers have a LOtC quality badge, and if this is not the case requesting that the provider completes a provider form. This is available to download from Evolve resources.

10. 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 boundary of the School Learning Area is the boundary fence of Mountbatten Primary School.

Specific parental consent must be obtained for all 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 weekly newsletter and via text messages. Verbal consent may be accepted if repeated attempts to gain written permission via a signature have failed.



11. Inclusion

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

12. 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.

13. Transport

The school uses a bus or mini bus with a hired driver. The coach company will always be one that we have used before and are happy with their service and provision, and one where all buses have seatbelts. If staff are taking children in their car on a visit; this is clearly explained to the parents in the visit letter.

Private cars should only be used for transport if the driving licence and insurance has been checked by the EVC. Each child must use an appropriate car booster seat.

14. Insurance

At Mountbatten Primary School we are covered by the local authority blanket insurance for visits and trips.



15. Appendix 1 – 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).
2. 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.
3. 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.
4. 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.
5. 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.
6. For all visits that take place, 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)
7. This Emergency Procedure is tested through both desk top exercises and periodic scenario calls from visit leaders.