

**Keresley Grange Primary  
Keresley Newland Primary**

**School Educational Visits Policy**

May 2023

	Written Date	Written By	LGB	Review Date
Policy Written	September 2021	Nicola Penlington	September 2021	September 2023
Updated	May 2023	Nicola Penlington	May 2023	September 2025



## Context

### Rationale:

At Keresley Academies we believe that all children have the right to develop a superb understanding of language and wide vocabulary, within a love of stories; and develop a structure for life around the value of respect.

The two beliefs form our fundamental principles on which we have created our school. Together children are: responsible; empathetic; problem-solvers; enterprising; collaborative; and successful, and this forms the basis for our value of respect.

We continually review our ethos and curriculum to ensure that we consider research and best practice to improve learning for our community.

Our School Improvement Plan, reflects this practice and our ambition for our school and the lives that we influence and shape.

This policy is based on our school aims of:

### Aims:

- **Language:**
  - For children to develop a love of language and stories and use an extensive, rich vocabulary.
- **Learning:**
  - For our community to love learning, know who they are as learners and challenge themselves to extend and deepen this learning through becoming Leaders of Learning.
- **Lives:**
  - To be a community, supportive of each other, living by our value of respect.

and... The Futures Trust values of:

1. **Learners First** – teachers and leaders totally focused upon the educational benefit of our students
2. **It's About Learning** – students, teachers and leaders focused upon developing and improving their learning and development
3. **No Barriers** – no excuses, only support to ensure students, teachers and leaders maximise their achievements.

### Our Community:

Children at Keresley Academies are individuals and come from a range of social backgrounds. They enjoy school, and some are keen to share their achievements. The typical learner at Keresley Academies spend much of their time on technology, keeping up with their peers playing the latest games. Although some children have access to more traditional and outdoor pastimes, many do not. This impacts on social skills, aspiration, general knowledge, vocabulary, spoken and written language and learning behaviours. Children at Keresley Academies lack resilience as learners, often giving up if learning is challenging.

### Curriculum:

To meet the needs of our community of learners, the curriculum at Keresley Academies is based around providing language rich opportunities, with story and reading at its heart.

There is a focus on Growth Mindsets to promote resilience and the understanding that failure leads to new learning and is exciting.

For children to be successful in life and learning, we provide a rich curriculum covering a wide range of subjects, a breadth of knowledge and skills for life.

### **Intended Impact:**

From this, children at Keresley Academies develop the skills to be successful in life with a breadth of knowledge and a wide range of skills that enables them to be Leaders of Learning. Children are articulate and thrive on extending their vocabulary, and read widely and with joy. Children become both independent and collaborative learners who love challenge and understand who they are as learners and as members of society. They develop a broad knowledge of different subjects and use this information to find out more. They are confident in themselves, but also show empathy and compassion to others. Children have high aspirations about their lives and their future. There is a high commitment to the school from children, families and the community.

### **Leaders of Learning:**

Factors of Effective Learning is a document unique to Keresley Academies which sets the tone for learning. All members of the community strive to be Leaders of Learning and understand that this is a dynamic process that evolves as situations and roles within school change, and we take on new challenges.

### **The factors of effective learning are:**

Accountability, Adaptability, Knowledge, Language for Learning, Passion, Relationships.

Our Factors of Effective Learning have Growth Mindset principles interwoven into their heart. There are two mindsets - Growth and Fixed. These mindsets form part of what we think about intelligence and ourselves as learners. If a person believes they cannot learn or that they must always get everything right – a fixed mindset, then this limits their ability to take risks, persevere and learn.

We expect children to challenge themselves and strive for improvement. This is a key part of learning and life. Developing a Growth Mindset is designed to help children realise they can grow their ability, and that learning is a life-long process.

Children track their journey of progress, in terms of Growth Mindset, with gold stickers to show how they have improved through determination.

We believe that educational visits are an integral part of the entitlement of every child to an effective and balanced curriculum, based around the key principles of **Language, Learning, Lives**.

Appropriately planned visits are known to enhance learning and improve attainment and so form a key part of what makes *Keresley Grange/Keresley Newland Primary School* a supportive and effective learning environment. The benefits of children taking part in visits and learning outside the classroom include (but are not limited to):

- Developing key language and vocabulary in context. - Language
- Improvements in their ability to cope with change and novelty - Lives
- Increased critical curiosity and resilience - Lives
- Opportunities for meaning making, creativity, developing learning relationships and practicing strategic awareness - Lives

- 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) - Lives
- Improved achievement and attainment across a range of curricular subjects. Students are active participants not passive consumers and a wide range of learning styles can flourish. - Learning
- Enhanced opportunities for 'real world' 'learning in context' and the development of the social and emotional aspects of intelligence. - Learning
- Increased risk management skills through opportunities for involvement in practical risk-benefit decisions giving them the tools and experience necessary to assess their own risks in a range of contexts. - Lives
- Greater sense of personal responsibility - Lives
- Possibilities for genuine team working including enhanced communication skills
- Improved environmental appreciation, knowledge, awareness and understanding of a variety of environments. - Lives
- Improved awareness and knowledge of the importance and practices of sustainability. - Lives
- Physical skill acquisition and the development of a fit and healthy lifestyle. - Lives

## Application

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

*Keresley Grange Primary School* adopts Coventry City Council's **Policy for the Management of Visits, Trips and Learning Outside the Classroom** in conjunction with **Warwickshire's Learning Outside the Classroom (LOtC) and Offsite Educational Visits Policy**

All staff are required to plan and execute visits in line with Coventry City Council's policy and Warwickshire Council's policy. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

The rest of this policy explains how visit approval and planning takes place at *Keresley Grange and Keresley Newland Primary School*.

## Types of visit

There are three types of visit, for each of which the approval process is slightly different:

1. staff using the local area to deliver lessons
2. other visits within the UK excluding adventurous activities
3. Any visit involving adventure activities and / or involving travel abroad

## Roles and responsibilities

**Visit leaders** are responsible for the planning of visits but should involve both accompanying colleagues and the children in this process. Staff must make appropriate checks of any third party providers. Staff must obtain outline permission for a visit, from the head teacher, before beginning to plan and certainly before making any commitments. The school office must be informed and the visit added to the yearly planner. The office will then give the visit a preliminary costing to check whether it is viable – at least 6 weeks before the planned visit date.

**The Headteacher** is *Nicola Penlington* who will support and challenge colleagues over visits and learning outside the classroom. They are the first point of call for advice on visit related matters.

The EVC will check final visit plans on EVOLVE before submitting them to the head.

**The Head teacher** has responsibility for monitoring and final approval of all visits.

**The Governors** will approve visits outside of the UK, before they are agreed.

**Key Staff:**

- John Astley – DHT
- Lesley Dyson - AHT
- Heloise Oliver – SLT
- Wallis Duggan – SLT
- Amanda Hayward – SLT
- Carly Arnold – SMB, Health and Safety
- Dayl Derbyshire – Admin
- Naomi Enticott – Admin

## **Staff Competence**

We realise that staff competence is the single most important aspect of safe trip management and so we support staff in developing this competence in the following ways:

- An apprenticeship system, where staff new to visits assist and work alongside experienced trip leaders before taking on a leadership role
- Supervision by Senior staff of some educational visits
- Support for staff to attend training courses relevant to the role of visit leader

In deciding whether any member of staff is competent to be a visit leader the head teacher will take into account the following factors:

- Level of relevant experience
- Any relevant training undertaken
  - This must be recorded on EVOLVE and forwarded to Sharon Jeromson/Carly Arnold to add to Smartlog.
- The emotional and leadership ability of any prospective visit leader to make dynamic risk management judgements and take charge of any emergencies that may arise.
- Knowledge of the children, the venue and the activities to be undertaken

## Visit Planning and approval

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

1. Local area visits will follow the extending learning territory policy, but will be recorded on EVOLVE as a matter of course. (appendix 1)
2. Visits within the UK excluding adventure activities – these are put on EVOLVE and approved internally by the Head Teacher. Visits should be submitted to the EVC via EVOLVE at least **14** days in advance.
3. Visits involving adventure activities must be put on EVOLVE and submitted to the EVC at least **40** days in advance. The school is required to submit these for Local Authority Approval 28 days in advance. Visit leaders must check if an activity provider holds either an AALA licence ([http://www.aals.org.uk/aals/provider\\_search.php](http://www.aals.org.uk/aals/provider_search.php)) or an LOTC quality badge (<http://www.lotcqualitybadge.org.uk/search>). If they don't then they must complete a Provider Questionnaire (National Guidance document 8p)
4. Visits Abroad require detailed planning to commence well in advance and the head must be kept up to date with progress. Governors will approve these trips before booking. Checks must be made on any third party providers and permission from the head teacher to use them be obtained before any deposits are paid. Third party providers who hold the LOTC quality badge (see above) do not require further checks. Those who do not hold this accreditation should complete and return a Provider Questionnaire (National Guidance document 8p), which visit leaders should scrutinise.  
The head will need to submit final plans to the Local Authority 28 days before the departure date.

**The school planning format must be completed for all trips and visits.**

## 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; 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.

## The Visit Leaders job list

The visit leader will ensure all the following steps are completed for any type 2 or 3 visit:

- Gain outline approval from the head to begin planning the visit and agree funding mechanism / charging policy.
- Complete the planning format.
- Inform the school office to consider preliminary costings.
- Ensure the visit:

- has clear learning outcomes
  - has activities appropriate to the group
  - is planned to maximise benefits to the children while managing significant risks
  - is appropriately staffed
  - complies with the school's safeguarding policy
  - Involve children in the planning of the visit, and how it will be managed, wherever possible.
  - Ensure the visit plan is recorded on EVOLVE.
  - Ensure all other staff, accompanying adults and children are:
    - fully briefed about their roles and responsibilities during the visit
    - know what to do in the event of an emergency
    - are given information they need about individual pupil needs.
- Emergency procedures must include what would happen in the event of illness or injury affecting the party leader.
- Ensure the base contact back at school is fully briefed and has copies of all relevant information.

## Parental Consent

Written consent from parents is not required for pupils to take part in the majority of off-site activities organised by a school (with the exception of nursery age children) as most of these activities take place during school hours and are a normal part of a child's education at school. However, it is good practice to inform parents of where their child will be at all times and of any extra safety measures required. This will be done via Studybugs.

Written consent is only requested for activities that need a higher level of risk management or those that take place outside school hours. Parents will be informed of these activities in advance, and given the opportunity to withdraw their child from any particular visit or activity covered by the form.

The school has a robust means of ensuring that changes to parent / carer contact details and child medical details are up-to-date, through regular reminders on Studybugs and a specific reminder as part of visit planning.

The Studybugs message will give the date, times and place of the visit and the educational purpose. It will also remind families to make sure that current contact and medical details are up to date.

**XXX Class is visiting XXX on XXX at XXX, returning to school at XXX.**

**The visit is to XXX.**

**The cost is XXX and is payable through ParentPay.**

**Please make sure that your most up to date contact details have been passed to school and that any medical information for your child is up to date.**

**Kind Regards,**

**KA**

Visits requiring a voluntary contribution, will gain additional consent via ParentPay, where payment is seen as demonstrating consent.



For residential visits, specific consent will be requested using the green EDVIS form for Residential.

### Inclusion

*Visits will be considered in relation to classes of children, and all possible effort made to include all children. Individual cases will be reviewed on a needs basis.*

### Transport

*KGPS follows the CCC transport policy and KN follows WCC policy.*

**Use of staff cars to transport pupils** - Staff cars may only be used to transport pupils when the driver has a clean driving licence and a valid MOT certificate (a record of both of these being checked will be kept by the EVC). Any use of private vehicles will be subject to a specific risk assessment.

### Insurance

*The school purchases insurance through RPA Insurance, and Marsh.  
Business class insurance must be used if staff cars are being used.*

### Evaluation:

All visits are evaluated on EVOLVE; and a complete record of participants uploaded.

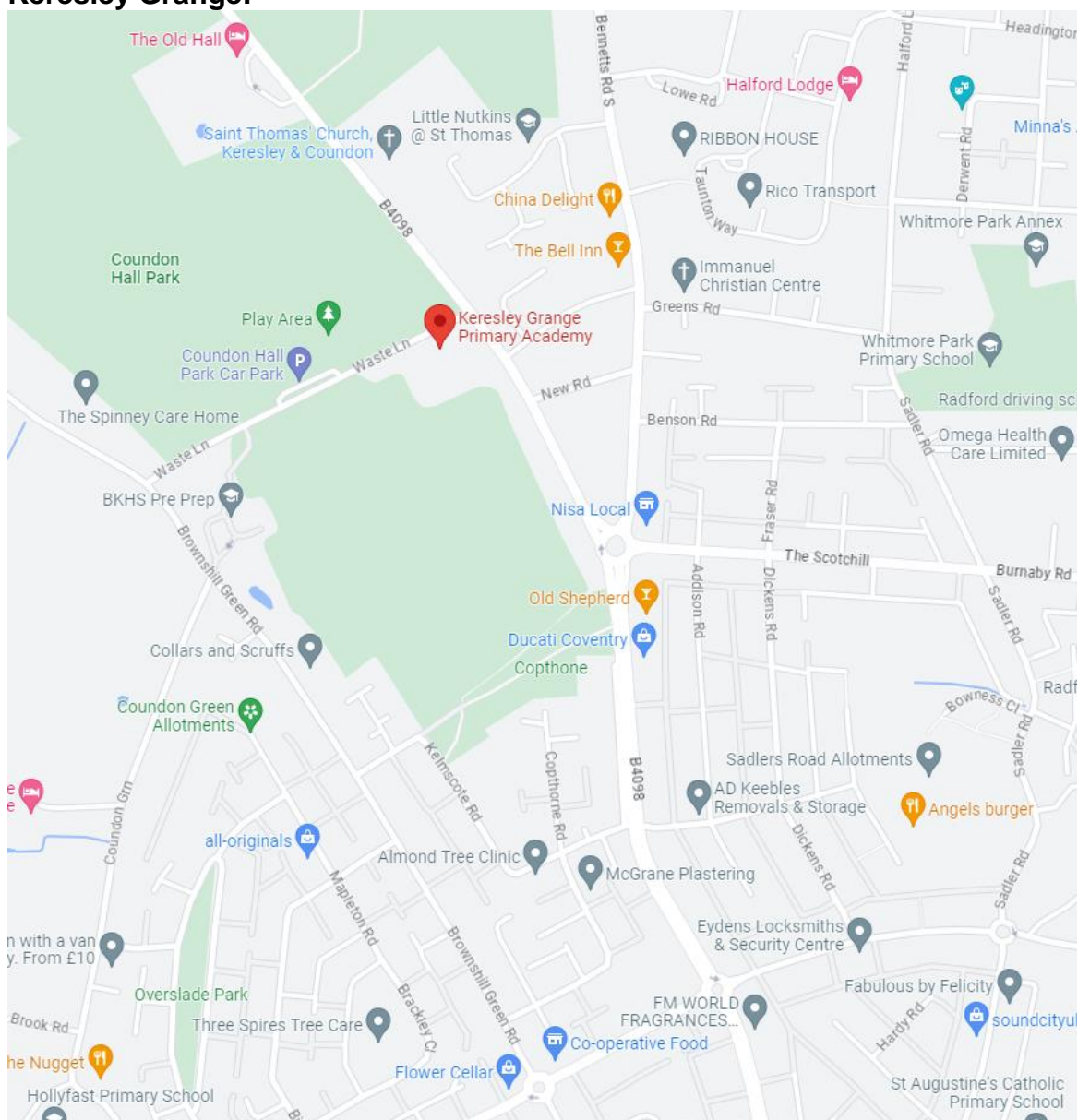


## Appendix 1 Extended Learning Territory

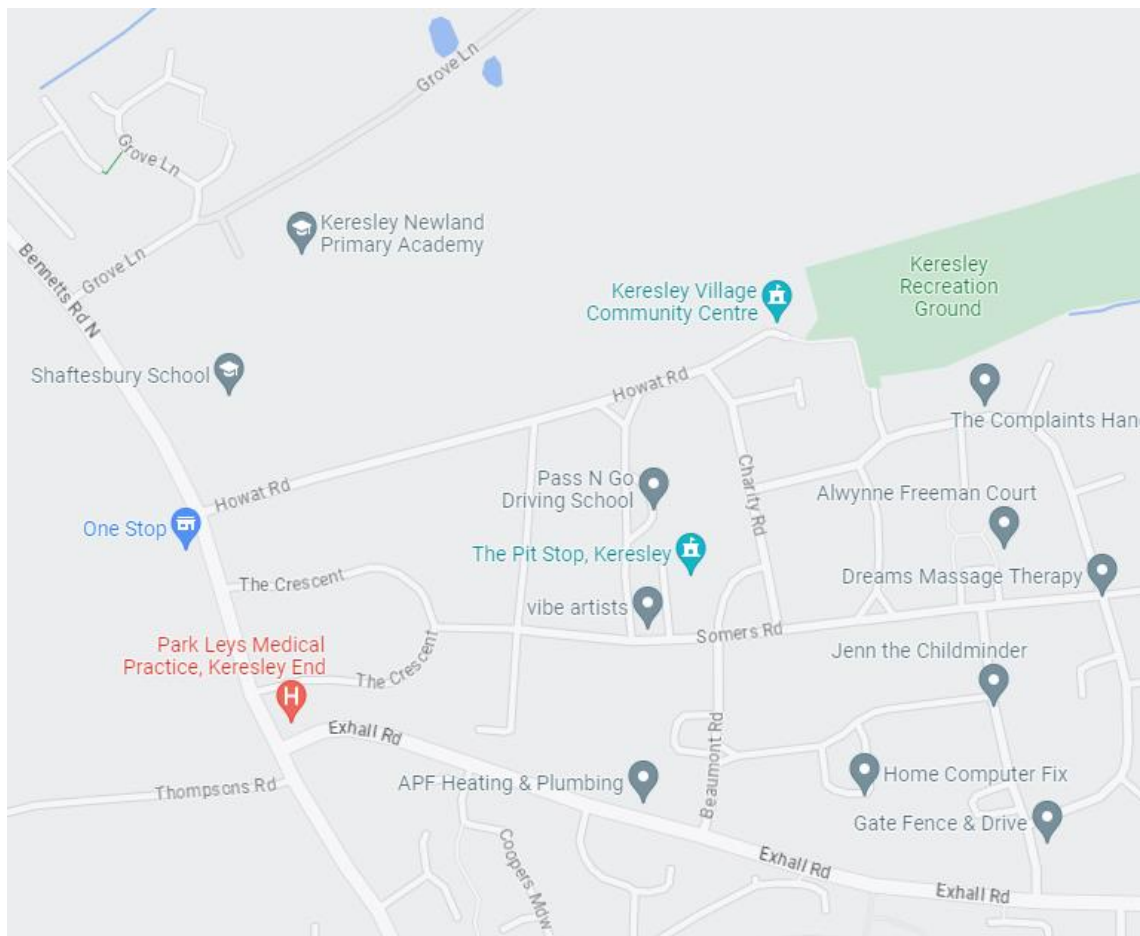
## Boundaries

The boundaries of the territory are shown on the map below. This area includes the following frequently used venues:

### Keresley Grange:



## Keresley Newland:



## Operating Procedure

The following are potentially significant hazards within our extended territory:

- Road traffic
- Other people / members of the public / animals
- Losing a pupil
- Uneven surfaces and slips, trips, falls
- Weather conditions
- Activity specific issues when doing environmental fieldwork (nettles, brambles rubbish etc)
- Play equipment

These are managed by a combination of the following:

- The head, deputy or EVC must give verbal approval before a group leaves.
- EVOVLE must be completed – to record the children and staff attending the visit.
- Only staff judged competent to supervise groups in this environment are approved. A current list of approved staff is maintained by the EVC
- The concept and operating procedure of the extended learning terrain is explained to all new parents when their child joins the school.
- There is always a minimum of two adults. Staff are familiar with the area, including any 'no go areas' and have practiced appropriate management techniques.

- Children have been trained and practiced standard techniques for road crossings in a group.
- Children are fully briefed on what to do if they become separated from the group.
- All remotely supervised work in the extended territory is done in 'buddy' pairs as a minimum.
- Children's clothing and footwear is checked for appropriateness before leaving school and staff carry additional spare clothing, a survival blanket and a first aid kit as appropriate.
- Staff carry student medical information and emergency contact details (collect this from the office on the way out)
- Staff will deposit in the office a list of all pupils and staff, a proposed route and an estimated time of return. A school mobile is taken with each group and the office have a note of the number.
- Appropriate personal protective equipment is taken when needed (eg gloves, goggles)

## 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).
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.
  - a. School office – 02476 332131
  - b. Nicola Penlington – 07753 448396
3. The visit leadership team and the emergency base contact will both have relevant medical and emergency contact information on all the trip participants (including staff).
4. Both the visit leader(s) and the base contact 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.
5. The National Guidance role specific emergency action cards are carried by:
  - a. The visit leader
  - b. The first point of contact (eg the office receptionist)
  - c. The designated base contact senior manager
6. This procedure is tested through both desk top exercises and periodic scenario calls from visit leaders