

Bearwood Primary and Nursery School



Local Learning Area Policy

Updated: Autumn Term 2025

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Bearwood Local Learning Area Policy

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General

Visits/activities within the ‘Local Learning Area’ that are part of the normal curriculum and take place during the normal school day follow the Operating Procedure below.

These visits/activities:

- must be recorded on EVOLVE via the ‘Local Area Visit’ module.
- do not require parental consent.
- do not normally need additional risk assessments / notes (other than following the Operating Procedure below).

Office staff notified of the staff and children on the trip (e.g. a left behind form completed and left with the office team) to ensure that there is an accurate register held in school.

Boundaries

The boundaries of the Local Learning Area are shown on the attached map. This area includes, but is not limited to, the following frequently used venues:

- St Barnabas Church
- Bearwood Community Centre
- Bearwood Post Office
- Co-operative Supermarket – Bearwood branch
- Post Box – Located by St Barnabas Church
- Bearwood Bike Park
- Bearwood Play Area
- Wheelers lane
- Canford Park SANG
- Canford Paddock Green Space
- Knighton Heath / Canford Heath Nature Reserve

‘No-go’ areas within the Boundaries

- Canford Village - Canford Vale housing development (Taylor Wimpey) – between Knighton Lane and Bear Cross
- Knighton Lane
- North of the River Stour within Canford SANG
- Built up areas near Canford Heath Nature Reserve / Knighton Heath Golf Course.

Operating Procedure for Local Learning Area

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

- Road traffic.
- Other people social distancing (if required)
- Members of the public
- Animals, in particular, dogs
- Losing a pupil.
- Uneven surfaces and slips, trips, and falls.
- Weather conditions.
- Activity specific issues when doing fieldwork (nettles, brambles, rubbish, etc).
- If visiting the River Stour, via Canford SANG, please ensure that children have been briefed about water safety and must not enter the water.

These are managed by a combination of the following:

- The Headteacher (EVC) or Deputy must give verbal approval before a group leaves.
- Only staff judged competent to supervise groups in this environment are approved. A current list of approved staff is maintained by the EVC and office.
- The concept and Operating Procedure of the ‘Local Learning Area’ is explained to all new parents when their child joins the school, and a synopsis is on the School Website.
- 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.
- Where appropriate, pupils are fully 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 record the activity on EVOLVE (Local Area Visit module) and leave a completed ‘left behind’ form with the office.

- A mobile is taken with each group and the office have a note of the number – Visit leader to make use of the school mobile phone for this.
- Appropriate personal protective equipment is taken when needed (eg gloves, facemasks bag for waste, tissues etc.)
- First Aid kit carried by adults on route. Staff to know and make provision for any specific health issues eg inhalers.

Adults to provide children with the following instructions and reminded of these throughout each trip:

- Children must talk quietly throughout travel and remain alert to instructions from adults.
- Children walk in lines in pairs
- No overtaking in the line
- Walking only
- Children to be supervised at all times
- Adult to walk at front and end of line

Specific details for Bearwood Local Learning Area

(See Appendix I for map of the local learning area)

- Not all areas identified within the Local Learning Area is public access and therefore all staff are requested to ensure that they visit the area identified before taking the children to ensure a thorough assessment of risk and access.
- Areas north and to the west of the school are housing developments:
 - Canford Paddock – Housing development now completed – Groups need to be aware that traffic is increasing on this site. Access to the green space only allowed in this development.
 - Canford Village – Canford Vale – Housing development currently an active building site (no go area)
- When crossing Magna Road, all children and staff are to use the pedestrian crossing (currently temporary traffic lights whilst building work is completed).
- When crossing King John Avenue, pedestrian zebra crossing to be used by Baron Road.
- There is no path on Wheelers Lane therefore all children and staff to walk single file on one side of the road to ensure that any vehicles travelling north or south down Wheelers lane can see the children.
- Access to Bearwood Playing Fields (south of the Local Learning Area map) should be made via Lionheart close.
- Access to Knighton Heath and Canford Heath Nature Reserve (south of the school and map) should be made via Wheelers Lane (south). Where possible aim to have a local ranger to lead any trips made on the heathland and the Canford Heath Nature Reserve.

Canford SANG:

- Canford Heath SANG is a promoted dog walking area and all dogs will be off lead – therefore additional reminders of how to manage being approached by a dog should be given to the group.
- Consider having a local ranger leading the visit to the SANG.
- Access to Canford SANG via the pedestrian crossing by Knighton Lane. (Currently temporary traffic lights).
- Groups to ensure that they stick to the gravel / sand paths when in Canford SANG.
- Groups can go up to the River Stour but they are not to go beyond the river (e.g. do not cross the river).
- No one to go into the river. Clear water safety guidance to be given to the children before leaving the school site and throughout the visit so that they know how to keep safe near water.

Emergency Procedures

The sequence of actions depends upon the nature of the emergency.

Immediate Action

1. Ensure your own safety.
2. REMAIN CALM - Assess the situation.
3. If possible, delegate actions to other leaders and participants so you can keep an overview, and to allow concurrent activity.
4. Ensure the safety of the group. Make sure everyone is accounted for and adequately supervised.
5. Call relevant emergency services if necessary (see phone numbers below).
6. Carry out first aid to the best of your abilities.

First Aid

The aims of first aid are to

1. Preserve life:
 - a) Casualties need to be able to breathe – if they are unconscious put them into a safe airway position.
 - b) Try to find and stop any serious external bleeding.
2. Prevent the condition worsening:
 - a) Protect the casualty from the environment - keep them warm and dry.
 - b) Monitor their condition.
3. Promote recovery:
 - a) Talk to them, reassure them, hold their hand, provide emotional support.

Urgent Action

Take stock and plan, delegating where possible.

Call the school's Emergency Contact (or if unavailable, your employer's Emergency Contact) if any of the following apply (see phone numbers below):

- You need support;
- The emergency services are involved;
- The incident is serious;

- The press/media are involved.

They could need the following information:

- Who you are, which establishment you are from and what your role is within the group;
- The number you can be called back on;
- The nature of the emergency and details of the incident;
- What help you need;
- Whether the emergency services are involved;
- How many casualties there are and their status;
- The number of people in your party;
- Your location, and whether you plan to move.

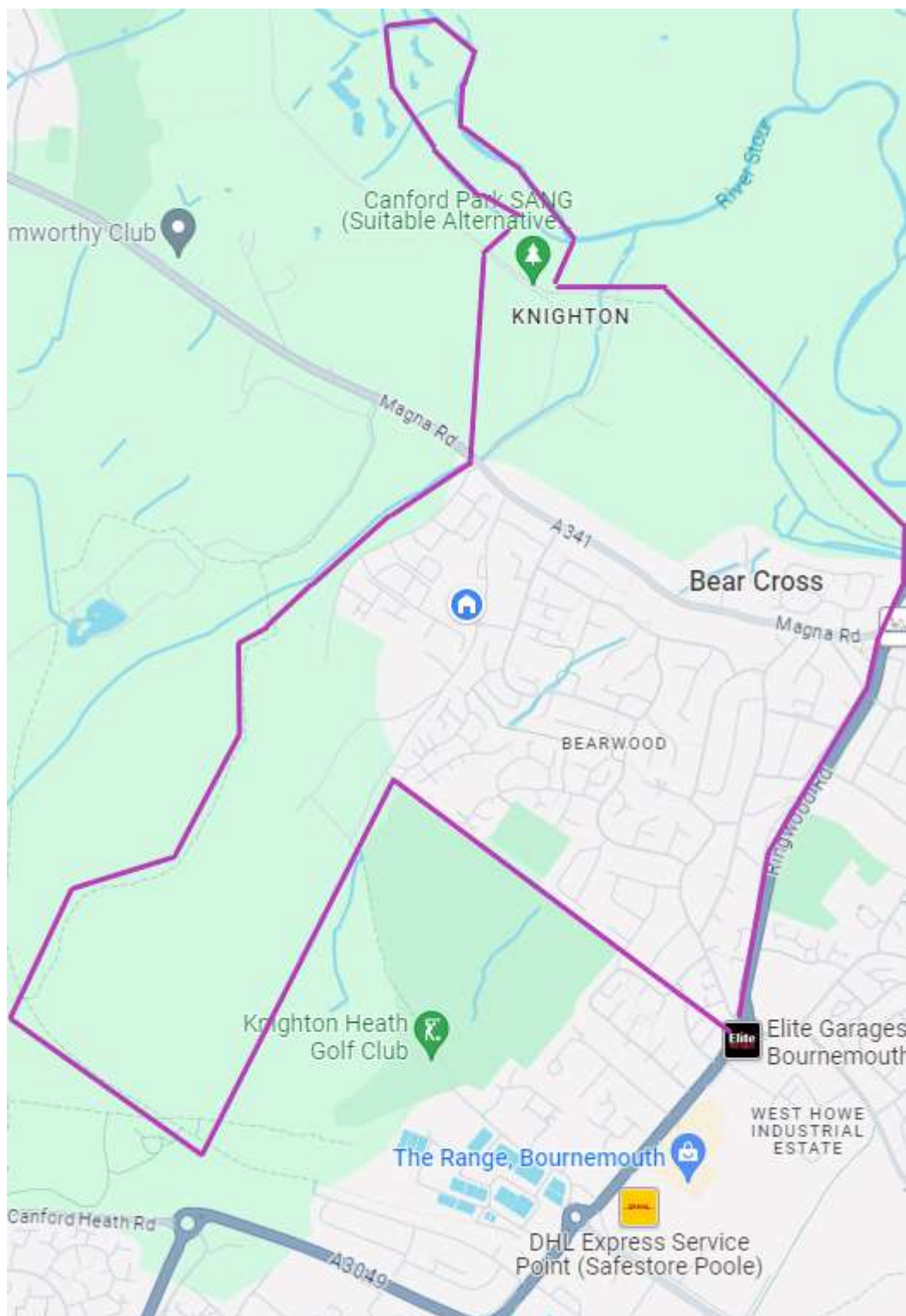
Liaise with, and take advice from, the emergency services if they are involved.

Address the urgent needs of the group:

- Ensure adequate supervision;
- Ensure they understand what to do to remain safe;
- Physical needs, e.g., shelter, food and drink, transport;
- Emotional needs, e.g., remove them from the scene, provide reassurance and emotional support (they can often do this for each other), give them useful things to do, protect them from intrusion.

Start a written log of actions taken and conversations held, with times.

Appendix I – Local Learning Area Map



Local Learning Area shown within the purple perimeter outlined above.

Please note: Not all areas identified within the Local Learning Area is public access and therefore all staff are requested to ensure that they visit the area identified before taking the children to ensure a thorough assessment of risk and access.