

Burrowmoor Primary School

A member of the Active Learning Trust



Statement / Policy Summary	
Our school adopts the Cambridgeshire County Council 'Educational Visits, Off-site Activities, Adventure Activities and Learning Outside of the Classroom' policy.	
Date ratified:	Autumn 2022
Date of review:	Autumn 2024

Equalities Impact Statement	
Has this policy fully considered the school's equality objectives and statement?	Yes
Is there any impact upon the school's equality objectives?	Yes
If 'yes', are these clearly described and their impact assessed?	Enrichment opportunities and increased inclusion

1. Introduction

This is the local policy for Burrowmoor Primary School and aligns with Cambridgeshire County Council and Peterborough City Council Policy for Educational Visits. None of the Joint Policy is repeated here. Secondly, none of the guidance material is reproduced here. The school provides a rich and varied programme of opportunities for pupils to learn outside the classroom - within the school grounds, the local area and further afield. The programme of visits is structured and progressive to gradually develop young peoples' confidence, independence, responsibility and specific learning objectives.

This policy covers all offsite visits and onsite outdoor learning. This policy is managed by the Headteacher and Educational Visit Coordinator. It provides a local framework for staff planning off site visits. Visits fall into one of three zones as defined by the National Guidance documents, Zone 1, 2 and 3 and NG website (www.oeapng.info)

The Local Authority as Employer has formally adopted **the OEAP National Guidance** as the source of guidance, www.oeapng.info. It is a legal expectation that employees must work within the requirements their employer's guidance; therefore employees must follow the requirements of "National Guidance", set within the context of this policy.

Throughout the policy 'Headteacher' refers to Head of School and / or the Executive Headteacher.

2. Roles

All roles are clearly defined on the NG website: www.oeapng.info. Roles defined as Visit Leader, Assistant Leaders, Volunteers, EVC, Headteacher and Governing Body. There is specific Guidance and information for each above role and relevant documents.

Within the school all roles are covered and managed by staff and the Governing Body. The school has a trained EVC. Currently, this person is Mrs. K. Coates.

All visits have a named visit leader and assistant staff who are aware of their role and responsibilities. Volunteers are managed under the school volunteer policy including relevant DBS checks.

3. Competence of Staff

Staff must be accountable, competent and approved to lead visits. Training courses are available to develop confidence and competence. There are standards national standards for staff who want to lead adventure activities and the adviser will give advice.

4. Procedures

All visits require planning, preparation and levels of approval. This varies according to aspects of complexity and distance. These are explained in the guide.

Our school has the Zones defined as follows; all visits and outdoor learning fit into one of three Zones:

Zone 1

Local regular visits: These are visits which are regular, local and straightforward to organise. The risk management will be covered by the schools defined Zone 1 procedures which

attached to this document. It is the responsibility of the visit leader to ensure that these documents are amended if required because of changes in circumstances. These changes need to be recorded and noted.

Activities that this school includes in Zone 1 are those that take place on the school grounds or within walking distance of the town of Chatteris.

Zone 2

Normal Visits: These visits are the majority of this schools visits. There will be aspects of complexity that require careful planning. All visits are required to be planned and logged on Evolve, and will be approved by the EVC and Headteacher. Advice on these visits will be provided by the Outdoor Education Adviser. Approval for visits of greater complexity may require pre approval before undertaking detailed planning and the EVC should be consulted.

Zone 3

Adventure / Abroad and very complex visits: These visits require specific approval at School level and the approval of the Outdoor Education Adviser. These must be entered into the Evolve system, and submitted to the Adviser at least 4 weeks before the departure date. The adviser approves visits on behalf of the employer.

5. Managing Risks

The school has a legal duty to ensure that risks are managed - requiring them to be reduced to an "acceptable" or "tolerable" level. This requires that proportional (suitable and sufficient) risk management systems are in place, requiring the school to provide such support, training and resources to its employees as is necessary to implement this policy.

6. Emergencies and Critical Incidents

The School Critical Incident plan is regularly reviewed and updated. It covers and manages the possibility of having to manage an offsite visit emergency. Senior staff who may have to implement the plan are trained and briefed. The Adviser service provides support and information, linked to the Visit Emergency Support Network, (VESN). An updated guide is available to schools to assist.

7. Monitoring

The school ensures that there is sample monitoring of the visits and outdoor activities undertaken by the staff. Such monitoring should be in keeping with the recommendations of National Guidance.

8. Vetting

Staff deployed onto visits are subject to the school's safeguarding processes and arrangements. Volunteers are also included.

9. Working with outside providers

All visits must be thoroughly researched to establish the suitability of the venue and to check that facilities and third party provision will meet your expectations. Such information

gathering is essential in assessing the requirements for effective supervision of young people. A provider must either supply an LOTCQB or an AALS License or complete the [Provider form](#).

10. Planning for Inclusion

Every effort should be made to ensure that outdoor learning activities and visits are available and accessible to all, irrespective of special educational or medical needs, ethnic origin, gender or religion. If a visit needs to cater for young people with special needs, every *reasonable* effort should be made to find a venue that is both suitable and accessible and that enables the whole group to participate fully and be actively involved.

11. Good Practices

All staff and helpers must be competent to carry out their defined roles and responsibilities. National Guidance sets a clear standard to which the visit leaders **must** work. The guidance states: 'leaders are accountable, confident and competent to lead visits'.

12. Transport

Careful consideration should be given to this area. This policy supports groups travelling by the most appropriate means which can include, walking, public transport – buses, trains and tube, taxi and private cars, coach and aircraft. The NG website contains details to assist in planning for transport.

For advice and support, please contact the Outdoor Education Adviser Service
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