



**TAFF BARGOED
LEARNING PARTNERSHIP**
'Learning and Growing Together'

Enrichment & Experience Policy

Introduction

Within the Taff Bargoed Learning Partnership, we aim to provide pupils with a range of enrichment activities and experiences that enhance learning and pupils wellbeing and overall experience of school. We believe that these enrichment activities can enhance and consolidate the learning that takes place within the classroom.

These enrichment activities can be developed through a range of contexts and can promote pupils skills and personal development including;

- Ethical and spiritual dimension
- Understanding of the locality and wider Wales
- Appreciation of natural world
- Application of life skills through living environments
- Increased levels of wellbeing

Enrichment and experiences can take place both inside and outside of the classroom. There are a range of different ways that pupils can be provided with enrichment activities to promote their learning and time at school, however the main enrichment that is covered by this policy is;

- **Collective worship – promoting the spiritual and ethical development of pupils and**
- **School Visits – allowing pupils to apply learning outside of the school environment.**

Further contexts for promoting learning and pupils skill scan be identified in the Teaching and Learning policy.

SCHOOL VISITS

As a partnership, we have a strong commitment to the added value of learning beyond the statutory school day and beyond the school premises.

Each year the school arranges a number of educational activities and visits that take place off the school site and/ or out of school hours, which support the aims of the school. These include:

- After school clubs
- Inter school team sports, such as football and netball
- Regular locality visits (libraries, parks, shops, places of worship)
- Day visits for particular year groups (theatres, museums, art galleries, environmental activities)
- Residential visits and activities, some of which might be classed as adventurous.

Responsibilities

Under the statutory guidance which came into effect on 1st March 2004, all schools are required to have a named Educational Visits Co-ordinator (EVC), who will ensure that the planning and supervision of all visits and adventurous activities meet the DfES requirements and LA guidelines.

Specific responsibilities include:

- Local Authority – to approve overseas, residential and adventurous activities
- Head teacher – to approve visits and assesses competence of visit leaders, liaise with LA
- EVC – to approve visits, maintain records, provide advice and documentation, assess competence, produce and monitor a school policy

- Visit leader – to plan visits in line with procedures in this policy, including liaising with the office and EVC, completing risk assessments and relevant forms and continually assess risks
- Supervising teachers and other adults – to supervise children, continually assess risks, manage risks in line with risk assessment
- Pupils – to follow instructions and procedures in line with the risk assessment

As long as the school and local authority guidance is adhered to, any problem resulting in injury will normally be considered an accident.

Approval Procedure

All matters regarding each visit outside school – feasibility, planning, safety, organisation etc. – will require the prior approval of the head teacher and EVC.

In addition, visits that are either:

- Residential or
- Involving adventurous activity

will require the additional approval of the LA/CSCJES.

It is essential that all visits have sound and clearly stated educational aims. Trips ‘for the sake of it’ will not receive approval.

Parental Consent

Any visits which take place off school premises will require the permission of parents. Depending on the nature of the visit, will depend on the level of permission required. Within the Taff Bargoed Learning Partnership we provide visits at two levels;

- Locality Visits – permission for local studies/locality visits are obtained when pupils begin in the school. This covers local trips such as visits to the church, park, village, library etc. These do not require pupils to use any transport, nor do they involve any adventurous activities.
- External Visits – these include trips/visits where pupils are required to be transported (i.e. hired Coach) to a location. This includes visits to places such as museums, coast, national parks, Techniquest, castles etc. Permission for these trips will be obtained on an individual basis.

Parents should be made aware of any possible risks of the visit and their management, so they may consent or refuse. The letter to parents should give full details of the visit including;

- the reason for the visit (educational aims)
- nature of the trip; what activities will take place
- supervision arrangements
- transport arrangements
- Eating arrangements

The letter will also state the voluntary contribution required for the visit, however no child is prevented from attending a trip if they are unable to pay (Please see ‘Charging and Remissions Policy’ for further details).

For day visits only, where consent has not been received, verbal consent (e.g. via phone) to two members of staff can be accepted (for example teacher and receptionist). A record will be kept of this phone call in case of any future issues.

Staffing

a) Competence

Any member of staff leading a visit will need to have their 'competence to lead' assessed before approval for the visit is given. For the majority of visits this will be assessed by the Head teacher and/or EVC.

b) Ratio

As a general guide and in normal circumstances, the adult /child ratio may be, but not exclusive to;

Ages: Foundation Phase - 1:8

Key Stage 2 –1:10

(Ratios do not include one-one support assistants)

A professional judgement must be made for **each visit**, by the Visit leader, EVC and Headteacher, as a range of characteristics relevant to the particular visit should determine the ratio. These are:

- Type, duration and level of activity
- Needs of individuals within the group – medical, SEN, behaviour
- Experience and competence of staff and accompanying adults
- Nature of venue
- Weather conditions at that time of year
- Nature of transport involved

The competence of supervisors and the supervision arrangements are more important than ratios.

c) Supervision

Pupils must be supervised throughout all visits. However, there are circumstances when they might be unaccompanied by an adult (remote supervision). The decision to allow remote supervision should be based on risk assessment and must take into account factors such as:

- Prior experience of pupils
- Age of pupils
- Responsibility of pupils
- Competence/ experience of staff
- Environment/ venue

Supervising parents must be fully briefed on the programme, venue, activities, supervision arrangements and their responsibilities. They must also be given a written list of the pupils in their immediate care.

During longer residential visits it is essential that staff work closely with external staff (when appropriate) to maintain supervision of the children. Staff attending Residential should maintain their professional conduct at all times.

Risk Assessment

'Risk assessment' is a careful examination of what could cause harm to pupils, staff or others, together with an identification of the control measures necessary in order to reduce risks to a level which, in the professional judgement of the assessor, is deemed to be acceptable (i.e. low).

In considering risk, there are 3 levels of which visit leaders should be mindful:

- Generic Risks - normal risks attached to any activity out of school.

- Event Specific Risk - any significant hazard or risk relating to the specific activity that is not covered in the generic policies.
- Ongoing Risk – the monitoring of risks throughout the actual visit as circumstances change.

Staff must be aware of the needs and risks associated with individual pupils and not adopt a complacent attitude as a result of previous risk free visits.

Older pupils can be involved in risk assessment and management. This may include identifying potential risks and discussing their role in reducing risks. Through this they will develop risk awareness – an educational issue as well as a safety issue. It is an essential life skill.

The publication 'Group Safety at Water Margins' must be consulted when assessing risks where the visit involves walking along the seashore, collecting samples in ponds or rivers, or paddling in shallow water.

The health and safety of those involved in a visit overrides any disability act.

On the day of the Visit:

- Refer to the checklist
- Collect first aid kit(s)
- Collect Trip Mobile
- Collect trip mobile phone and ensure that it is charged and switched on during the whole visit
- Take asthma pumps and Epi-pens or other medication as necessary
- Brief supervising adults, including parents
- Count number of pupils regularly, and always when changing locations

Plan B

Despite the most detailed and careful pre-visit planning, things can go wrong on the day, e.g. parent helper is unavailable, member of staff is ill, transport fails to arrive, museum have lost booking. To avoid having to make important decisions under pressure, it is important that some advanced thinking is done to cater for any foreseeable eventuality. This takes the form of a Plan B. Not having a Plan B has been a common cause of accidents.

Transport

Where necessary, travel arrangements should be included in the risk assessment. If public transport is to be used, all pupils and supervisors must be fully briefed as to procedures on platforms, at bus stops, on busy streets etc.

If younger pupils are walking to their destination 'high viz' jackets must be used at all times.

If travel is by coach or minibus, all pupils must wear a seat belt. Staff must ensure that pupils comply with this rule.

If any pupils are to travel by car, the driver must be accompanied by another member of staff and must hold business insurance on their vehicle. Permission must be obtained in advance when using cars to transport pupils (this includes Taxi). No staff will ever be permitted to take pupils in their cars.

First Aid

The level of first aid provision should be based on risk assessment. On all visits there should be a responsible adult who has a knowledge of first aid.

First aid kits are available from the medical cupboard in the office. If the visit involves the party splitting up, a kit should be taken for each group. See 'First Aid' policy for further details.

Water 'Margin' Activities

Where pupils might participate in learning activities near or in water, such as a walk along a riverbank or seashore, collecting samples in ponds or streams, or paddling or walking in gentle, shallow water, then the guidance contained in DfES 'Group Safety at Water Margins' is relevant. All staff, including parents, should be provided with a copy of this guidance prior to the visit.

Seeking Parental Consent

Parents should be made aware of any possible risks of the visit and their management, so they may consent or refuse. The letter to parents should therefore give full detail of the visit, the reason for the visit (educational aims), supervision arrangements and the transport arrangements. The letter should also state the voluntary contribution of the visit per child. Responses to consent may be in digital format and may not always involve a physical 'slip'. However, where a slip is used, typically the reply slip should read:-

"I give permission for my child _____ to take part in I have read and understand the information about the visit. I enclose my voluntary contribution."

Emergency Procedure

For visits that take place in school time, the office hold visit information including itinerary, venue details, names and emergency contact details for all participants including staff. For visits outside school hours, the school contacts must also hold this information or be able to access it quickly.

Educational Visits Checklist (Appendix I)

The Educational Visits Checklist is an essential part of the risk management process and should be adhered to for all visits.

Evaluation

Within a week of a visit, the visit leader should evaluate the visit with the other supervising adults and inform the EVC of any aspects to be considered in future planning.

Booking Procedure

Please inform the following people about proposed visits out of school before booking:

- Headteacher
- Educational Visits Co-ordinator (EVC)
- Admin Officer

Procedures

1. Inform the Headteacher, check that proposed dates are convenient and put in diary.
2. Ensure that suitable adult supervision can be arranged.
3. Carry out pre-visit (if necessary)
4. Inform parents using standard letter from the office. Copy letters are kept by the school office.
5. Office to setup the visit on ParentPay for collecting contributions and consent
6. Complete details of visit on Evolve system
7. Attach Risk Assessment and letter to parents to Evolve/request risk assessment from venue.

8. School office to keep record of contributions made by parents using relevant system e.g. ParentPay.
9. Use the educational visits checklist as an aide memoir before and on the day of the visit

If the Headteacher and EVC have not agreed to the visit, and EVOLVE is not completed, then **THE VISIT MUST NOT GO AHEAD.**

COLLECTIVE WORSHIP

Within the Taff Bargoed Learning Partnership, daily collective worship takes place for all registered pupils (apart from those who have been withdrawn by their parents). This is usually provided within a daily assembly. We understand worship to be a specific act or occasion whose purpose is to encourage pupils to reflect on their own lives and beliefs.

Collective worship involves all members of the school coming together and participating in an assembly. We expect everyone to take an active part in the assembly. In line with the 1988 Education Reform Act, which states that collective worship should be “wholly or mainly of a broadly Christian character”, we normally base our assemblies on lessons and themes from the teachings of Jesus and the traditions of the Christian Church.

However, we conduct our assemblies in a manner that is sensitive to the faiths and beliefs of all members of the school. While most acts of worship in our school are Christian, we also hold assemblies that reflect other values that are represented in the school and the wider

community.

Sometimes collective worship may take place on an individual class basis, where pupils take part in their own collective worship in the classroom.

Aims and Objectives

The aim of the collective worship policy is to provide the opportunity for pupils to:

- Worship God
- Reflect on values that are of a broadly Christian nature and on their own beliefs
- Develop a community spirit, a common ethos and shared values
- Consider spiritual and moral issues
- Respond to the worship offered.

Roles and Responsibilities

The head teacher is responsible (under the School Standards and Framework Act 1998) for arranging the daily collective worship after consulting with the governing body. Daily collective worship must be wholly or mainly of a broadly Christian character. The precise nature will depend on the family background, ages and abilities of the pupils. Daily collective worship is carried out by members of staff on a rota basis throughout the week, ensuring that all staff are able to take part in the sessions.

Implementation

Collective worship, whether in assembly or class time, will:

- Be acceptable to the whole community, staff and pupils
- Be of Christian character, promoting values and morals
- Include a variety of elements at different times
- Involve the pupils.

We hold a daily act of collective worship. This forms part of each morning assembly, which is either classes, phases or whole school assembly (Friday).

We conduct assemblies in a dignified and respectful way. We tell children that assembly time is a period of calm reflection. We regard it as a special time, and expect children to behave in an appropriate way. We ask them to be quiet and thoughtful, to listen carefully to the teachings, and to participate fully in prayer and hymns. We create an appropriate atmosphere by using music, and sometimes candles and other objects, to focus the attention of the children.

The assemblies are normally conducted by teaching staff, but are sometimes led by outside guests. We take the theme of our assemblies from traditions of the Christian faith, themes from school and we observe the festivals and mark the events of the Christian calendar.

Sometimes the themes of our assemblies are related to topics that we teach as part of the school curriculum. The assemblies are planned in advance of the day they take place.

We encourage the children to participate in the assemblies by showing their work to the other children, considering issues, and by raising issues that they have discussed in their

classes.

On a Friday, we hold a special assembly, providing an opportunity to reward children for their achievements both in and out of school. This also plays an important part in promoting the ethos of the school, which is that all children are valued, and encouraged to reach their full potential in all aspects of life.

From time to time, we also hold assemblies to which parents/carers are invited. We encourage their attendance as this promotes community spirit, and shows the school and the families working together in support of the children's learning and achievements. Governors' attendance at our assemblies is always welcomed.

Right of Withdrawal

We expect all children to attend assembly. However, any parent/carer can request permission for their child to be excused from religious worship, and the school will make alternative arrangements for the supervision of the child during that part of the assembly. Parents/carers do not have to explain or give reasons for their request. This right of withdrawal complies with the 1944 Education Act, and was restated in the 1988 Education Reform Act.

The Head Teacher keeps a record of all children who have been withdrawn from collective worship.

Inclusion

All schools within the Taff Bargoed Learning Partnership aim to be responsive to all aspects of diversity and to increase the learning and participation of all pupils within the school and its locality. We have inclusive values which are shared between all staff, pupils, governors, parents/carers and the wider community, in a secure, accepting, collaborative and stimulating environment.

Everyone is valued and diversity is seen as a rich resource to enhance and support the learning of all.

This inclusive culture is reflected in all school policies and practices. We ensure that classroom and extracurricular activities encourage participation of all pupils, drawing on their knowledge and experience outside school. Teaching and support are integrated together, enabling all pupils to overcome barriers to learning and participate fully in school life.

Inclusion is achieved through analysis and assessment of children's needs, by monitoring the quality of teaching and the standards of pupils' achievements and by setting targets for improvement. Learning for all children is given equal priority and available resources are used to maximum effect.

Disability Equality Scheme

The Taff Bargoed Learning Partnership is committed to including the views and needs of all pupils, staff, parents/carers and members of the public.

We have a commitment and obligation to work and consult with all stakeholders in identifying barriers within our school for disabled people; eliminating and reducing these barriers by the implementation of an action plan which informs and is embedded in our whole school

Disability Equality Scheme. The consultation process has been the corner stone in assisting our school in recognising its general duty to promote disability equality. Therefore, transparency, consultation and active engagement lie at the heart of this scheme.

As a Learning Partnership, we understand our responsibilities under the new disability Equality Duty to having due regard to the need to:

- Promote equality of opportunity between disabled and non-disabled people;
- Eliminate discrimination that is unlawful under the Disability Discrimination Act;
- Eliminate harassments of disabled persons that is related to their impairments;
- Promote positive attitudes towards disabled people;
- Encourage participation by disabled people in public life; and
- Take steps to take account of a disabled person's impairments, even where that involves treating the disabled person more favourably than other people.

The scheme sets out the steps that the governing body takes to ensure improved outcomes for disabled pupils, parents/carers and staff in all aspects of the school life. A representative steering group has been set up to develop and monitor the scheme.

Resources

A range of resources can be used to support the theme, focus and format of the assembly. We have sufficient resources in our school to be able to teach all of our themes.

The school library has a good supply of RE topic books and there is access to a computer and screen where websites/multimedia is used to support our themes.

Review

This policy is reviewed bi-annually.



Appendix 1

Taff Bargoed Learning Partnership Educational Visits Checklist

This checklist is intended for use as an aide-memoir for the main elements of visit organisation.

Purpose of visit

- ☐ What are the aims of the visit?

Where and when do you intend to go?

- ☐ Are venue, activities and time of year appropriate to aims and age/ability of group?
- ☐ Have you planned alternative activities (plan B) in case you need to abandon your planned programme for any reason?

- ☐ Does the visit involve the use of an independent provider?
- ☐ If yes, has this provider provided you with a risk assessment and outline of the day?

Have you gained approval from the Head Teacher (and LA if required) prior to making any financial commitment?

Risk management

- ☐ If necessary, have you carried out an exploratory visit?
- ☐ What are the main hazards (including for any plan B)?
- ☐ Are the main hazards covered by the LA/school/centre risk assessment for this type of activity/visit?
- ☐ If there are additional hazards and safety measures above and beyond the risk assessment, have you completed a specific risk assessment that details these additional risks and safety measures?

Residential/Overseas visits

- ☐ Have you notified the LA at least 28 days before the visit using EVOLVE?

Have you gained LA approval at least 28 days before the visit using EVOLVE Required for:

- ☐ Visits involving adventure activities
- ☐ Visits to demanding environments

Staffing

- ☐ Are adequate staffing numbers available, taking into account any special needs?
- ☐ Are staff competent for their roles on the visit?
- ☐ If establishment staff are planning to lead activities which require LA approval, have they obtained LA leader approval?
- ☐ Are Voluntary helpers being used? Are they aware of their responsibilities?
- ☐ Is a DBS check necessary for your helpers under the Child Protection Act?
- ☐ Does the visit involve young people working without the direct supervision of staff at any time?

Finance

- ☐ Is a charge or voluntary contribution involved? If so, have you made sure that this conforms to the Charging and Remissions policy?
- ☐ Are you using a commercial operator or company? Is there financial security e.g. ABTA/ATOL?

Parent/carers information and consent

- ☐ Have you provided parents/carers with full information regarding the visit and all planned activities?
- ☐ Have you gained the interest of parents/carers prior to visit? (for residential visits only)
- ☐ Have they given appropriate consent?
- ☐ Have you filed copies of the consent forms with the office (if physical slips are being used)?
- ☐ Are they aware of the consequences of any misbehaviour by their child?

Additional Needs

- ☐ Have you taken account of any specific needs of young people/staff?
- ☐ Have you made all staff (including independent providers) aware of relevant special needs?

Programme

- ☐ Does your programme include alternatives (plan B) in case the original programme needs to be abandoned for any reason?
- ☐ Have you planned 'Down-time' arrangements (i.e. lunch)?
- ☐ Have you agreed standards of behaviour and conduct?

Clothing and Equipment

- ☐ Are clothing and equipment appropriate to the activities and location?
- ☐ Has young peoples' essential clothing been checked?

Medical arrangements

- ☐ Do you have a record of relevant medical information of all the young people and staff?
- ☐ Have you made appropriate medical arrangements, including first aid?
- ☐ Are there any special potential health hazards associated with the site?
- ☐ Are all staff involved aware of the above?

Accommodation

- ☐ Suitability? Pre-visit check?
- ☐ Fire precautions and certification? Fire drill?
- ☐ Young people security?

Transport

- ☐ Driver suitability?
- ☐ Drivers' hours?
- ☐ Insurance?
- ☐ Adequate stops, eating and care arrangements en route (if needed)?

Emergency procedures, contacts and communication

- ☐ Have you planned what to do in the event of an emergency during the visit?
- ☐ Have you established appropriate emergency contacts (24 hrs) with your base establishment and parents/carers? County press/media officer?
- ☐ Have you set up effective communication procedures with the group?

Mobile phones

- ☐ Have you checked the trip mobile phone is charged and in credit?

Post-visit review arrangements

- ☐ Review risk assessment and update if necessary
- ☐ Review other arrangements and evaluate whether the visit met the intended aims
- ☐ Outstanding invoices paid
- ☐ Borrowed equipment returned
- ☐ Displays
- ☐ Thank you letters explaining what a success the day was and how this helped learning.