



EDUCATIONAL VISITS POLICY

Our Vision

Nurture – Inspire - Thrive

Our Mission

Valuing and developing the potential in everyone


In support of the Enable Trust

Vision

Achieving More Together

Mission:

Working together passionately to achieve the best outcomes for our SEND children and young people

Reviewed by:	Mrs Cook (EVCO) and Sal Clark (DSL)
Review date:	October 2023
Ratified by:	Local Governing Body
Ratification Date:	25 th January 2024
Review Frequency: <i>Annual, Bi-Annual</i> (Subject to Academy Trust or national policy change)	Bi-annually
Review Date:	October 2025
Related Policies:	Health & Safety; Outdoor Education Advisors Panel National (OEAP)
Chair of Trust/Governor Signature:	
Equalities Impact Assessment date:	

1 – INTRODUCTION

Educational visits are considered to be a valuable part of a pupil's education and the school is committed to provide a learning experience through varied, well planned, managed and conducted visits off the school site. Visits will

- Enrich the learning experience of all pupil's
- Support the curriculum
- Expand teaching and learning strategies available to staff
- Enhance the social development of all pupil's

Currently no overseas residential visits are made. However, if this changes in the future, this policy will need to be amended accordingly.

2 – DEFINITION OF A VISIT

For the purpose of this policy, a visit may include an excursion off site for the day or half day, this may include outdoor pursuit activities, a residential stay for a night or more, time spent overseas or a longer expedition in the UK. Such trips do often involve a degree of risk, which is inherent when pupils are placed in unfamiliar places, or are undertaking new activities. Some risk is accepted, but by following the procedures included within this policy, the degree of risk will be reduced to an acceptable level.

Any educational trips must be conducted in line with relevant COVID secure guidelines and regulations in place at that time. Refer to latest government updates from their website. www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/schools-coronavirus-covid-19-operational-guidance~educational-visits

Day trips have been permitted since April 12th 2021.

3 - DEFINITIONS OF TYPES OF VISIT

School Trip: This is an activity which involves pupils leaving the site. The only exception would be where pupils needed to move between parts of a split school site.

Outdoor Pursuit Activities: These are the activities either covered by the list of Outdoor Pursuits contained in the Education Service Health and Safety Manual, or by the Adventurous Activities Licensing requirements.

Residential Visit: This is any trip whereby pupils will be away from their homes for at least one night. This will include any stay in a hotel or similar and also includes camping.

4 – DEFINITION OF ROLES WITHIN THE SCHOOL

An Educational Visit Approval group and Visit Leadership team have been set up to assist with the planning, notification, approval and leadership of activities and visits. Their roles and responsibilities are as follows:

a) **EDUCATIONAL VISIT APPROVAL GROUP** – This group (Headteacher/Deputy Head Teacher/ SLT) will consider proposed visits for approval and ensure that all necessary information about the visit is available. The group may consist of:

- **The Head Teacher** – Will be aware of their responsibilities and the responsibilities of others when schools organise visits. See Outdoor Education Activities Policy (OEAP) for further guidance on
- **Governor** – Will be aware of their responsibilities and have an understanding of school visits and the role these play in schools. See OEAP for further guidance
- **Educational Visits Coordinator (EVC) (Mrs Cook)** – It is good practice to appoint an EVC but where one is not nominated, by default, this role rests with the Head Teacher. The EVC needs to be competent, ideally have experience of leading school visits or being suitably qualified. See OEAP for further guidance

www.oeapng.info

b) **VISIT LEADERSHIP TEAM** – This will comprise of all adults on a visit who share the responsibility for supervision. All should be well briefed by the Visit Leader to be clear about their roles and tasks allocated to them.

- **Visit Leader** – Responsible for the visit and who will have overall responsibility for the safety and conduct of participants and the Visit Leadership Team.
- **Assistant Leader** – Provides support to the Visit Leader and is capable of taking over from the Visit Leader when necessary
- **Activity Leader** – Responsible for the management, supervision and safe conduct of the group taking part in a specific activity within a visit.
- **Helper** – An adult who has an agreed role during the visit but is none of the above e.g., an inexperienced member of staff, a parent etc.

5 – **COMPETENCE/INDUCTION/TRAINING** – Staff and volunteers participating in any educational visit are aware of the extent of their duty of care and are competent to carry out their defined roles and responsibilities. This is particularly important for both newly qualified and newly appointed staff and the school has an induction programme for educational visits is established. An assessment of the training requirements for staff and volunteers will be

carried out and appropriate training completed where required. This will include Visit Leader training.

6 – PLANNING A VISIT – The following steps will be followed for staff wishing to plan a visit

STEP1: INITIAL PROPOSAL & HAZARD RATING - The person proposing a visit will complete **THE INITIAL PROPOSAL and HAZARD RATING FORM. (Appendix 1)**

This form is designed to provide sufficient information to enable the EDUCATIONAL VISIT APPROVAL GROUP, to decide whether it will proceed to the formal planning stage.

STEP 2: INITIAL APPROVAL – The EDUCATIONAL VISIT APPROVALS GROUP will assess the information provided and decide whether the visit:

- a) conforms to the type of educational visit the school undertakes and
- b) is able to be organised effectively in order to minimise/control the risks associated with it.

If the assessment indicates that the requirements have not been met or there is insufficient information on which to make a decision, then either additional information will be requested or the visit will not be approved.

If Approval is given then an individual will be appointed as the VISIT LEADER for the visit. It is advised that an initial pre-visit to new venues should then be carried out by the visit leader and a risk assessment carried out. Using the risk assessment classification grid attached, the visit will then be given a risk assessment classification by the EDUCATIONAL VISIT APPROVALS GROUP. The risk assessment classification will be High, Medium or Low. This is based on the following:

High Risk - Visits involving adventurous activities

Medium Risk - Other residential visits.

Low Risk - Short duration visits in the local vicinity or regular visits. This would include visits to local shops, park etc (**Copy of Risk Assessment Matrix is in Master copies of Educational Visits Paperwork**). See Staff shared/school information/trip info/ Master copies of Educational Trip Paperwork.

STEP 3: CHECKLIST/ RISK ASSESSMENT:

The appropriate visit checklist/risk assessment, either local/day (**Appendix 2**) or residential (**Appendix 3**) will be completed by the VISIT LEADER. This will include, or have attached, all relevant information about the trip and may involve the VISIT LEADER undertaking a preliminary visit to the venue. Where an external provider and facilities are used, the school

will take advantage of any national schemes that provide assurances of safety and quality of provision e.g., there should be no need to seek assurances from adventure activity providers who hold the Learning Outside the Classroom (LOtC) Quality badge (covers both quality and safety of all activities provided) See link <http://lotcqualitybadge.org.uk/>. **Where a provider does not hold such accreditation, a PROVIDER STATEMENT FORM (Appendix 4) will be sent to them asking for relevant information.**

Risk assessments will be proportionate to the risks involved and most low risk visits will need no specific risk assessment e.g., local places of worship, a library, forest schools or where the risks are routine and controlled by a service provider e.g., visits to the swimming pool. A general risk assessment has been completed to cover all such low risk visits which will be regularly checked to ensure the precautions remain suitable.

Throughout the visit, dynamic/ongoing risk assessing will take place if/when required.

If staff have any concerns regarding a pupil's ability to make safe choices off site they will discuss this with Deputy Headteacher/Headteacher or Designated safeguarding lead and they will make a decision regarding whether the pupil may go on the trip or remain on site for safety reasons.

Staffing ratios will be 1:4 unless a pupil has significant health/behaviour needs and a Risk Assessment which indicates that 1:1 support is required off site.

STEP 4: FORMAL APPROVAL OF VISIT:

Once completed, the Risk Assessment Form will be submitted to the EDUCATIONAL VISIT APPROVALS GROUP, together with any supporting paperwork. The EDUCATIONAL VISIT APPROVALS GROUP will then decide whether the trip should proceed to the next stage, whether additional information is required or if the trip is no longer felt to be appropriate.

STEP 5: PARENTAL INTEREST/CONSENT:

Written consent from parents for pupil participation in low risk activities and trips should be obtained at the beginning of the school year for each child. A 'one-off' consent form which parents can sign at the beginning of the year can be found in **Appendix 5**.

Specific individual written consent is requested for activities that need a higher level of risk management, are not deemed local, or those that take place outside of school hours. This must also outline the cost to the parent. Examples include: visits involving third party provision or school provision. Examples include: outdoor education centres, workshops and venues not deemed local to the school, where the provider requires their own consent forms to be signed.

Provided sufficient interest is indicated then the process will move to the next step

STEP 6: CONFIRMATION OF VENUES ETC.

This is where the relevant provisions will be finalised. In particular the venue and transport will be booked and both the numbers of pupils to attend and adult supervisors confirmed.

STEP 7: LETTER TO PARENTS:

A letter will be sent to parents/guardians explaining in detail what the trip aims to achieve and what they will need to provide, e.g., pocket money, packed lunch, appropriate clothing etc. It will also indicate whether they will need to contribute towards the funding of the trip and the likely cost (refer to 7 for further details). **A master copy of letter is in Trip Paperwork folder on Staff Shared/School information/Trip Information.**

Provided sufficient interest is indicated then the process will move to the next step.

STEP 8: BRIEFING OF PUPILS:

Pupils must know what to expect and what is expected of them and this will include codes of behaviour conduct implemented by the school.

i) **SAFEGUARDING** – It is the responsibility of all staff and adults to safeguard and promote the welfare of pupils during any school visit and any risks will be considered during the planning process. Guidance should also be sought from the Intimate Care policy for each visit.

ii) **Any volunteers or parents/carers participating as helpers should sign a code of conduct before participating on the trip.** They should also be aware of the safeguarding policy for the school and who to report any concerns to. They must also be aware of any risks identified during risk assessment and medical needs of pupils attending the trip.

iii) **INCLUSION** - The principles of inclusion will be promoted and addressed ensuring:

- an entitlement to participate. However, some pupils may have risk assessments that need to be adhered to in the interest of Child Protection/Safeguarding/Medical Needs/Health & Safety.
- accessibility through adaptation or modification, including the provision of auxiliary aids and services or alternative activities.
- integration through participation with peers.

STEP 9: EMERGENCY PROCEDURES AND INCIDENT REPORTING:

Details relating to emergency provision will be finalised and will include 24/7 access cover at base. The emergency contact will have access to all details of the visit, including medical and next-of-kin information regarding staff and pupils. All accidents/incidents will be reported as in accordance with the schools H&S policy. All Child Protection & Safeguarding procedures apply and the contact details of the Designated Safeguarding Lead be available 24/7.

Plan B – There are contingency plans in place which have been discussed and thought through at the initial proposal stage to deal with changing circumstances during any visit.

STEP 10: COMPLETION OF NOTIFICATION FORM:

If the visit is to involve a residential stay, then the **RESIDENTIAL EDUCATIONAL VISITS NOTIFICATION FORM (Appendix 6)** will be emailed to the Schools Health and Safety Unit at least 4 weeks in advance of the visit.

STEP 11: THE VISIT:

The visit takes place. Some visits may be subject to monitoring by the EVCo.

STEP 12: DEBRIEF & EVALUATION:

Staff and pupils involved will be asked to comment on the visit highlighting where things worked out positively and identifying any concerns.

7 – CHARGING POLICY (DfE guidance to be followed - Charging for school activities)

The school will undertake:

- A range of trips relating to the curriculum. These will be funded from the school budget, but parents will be asked for a voluntary contribution.
- A range of school trips relating to extra curriculum activities. Those trips relating to the curriculum will be funded from the school budget, but where they are held outside of normal school hours, parents will need to pay towards the cost of the trip.
- A wide range of school trips including Outdoor activities and Residential trips. Parents will be asked to pay for pupils' board and lodging and for optional extras.

8 – INSURANCE

Insurance cover will be checked for all school visits (checks made prior to trip that venue has a Provider Statement). Further advice can be obtained from the schools insurance provider

9 – APPROVAL AND REVIEW

The policy will be reviewed in line with the Culverhill School policy schedule however, it can be reviewed and brought for approval at any time if there is a significant operational or legislative change.

END.