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Engage Academy

Educational Visits Policy

October 2022



Nurturing inclusive learning communities



1	Summary	Educational Visits Policy			
2	Responsible person	Gemma Fellows			
3	Accountable ELT member	Alison Ward			
4	Applies to	All staff			
5	Trustees and/or individuals who have overseen development of this policy	Gemma Fellows Alison Ward			
6	Headteachers/Service Heads who were consulted and have given approval (if applicable)	Alison Ward Mandeep Little Rebecca Smith			
7	Equality impact analysis completed	Policy Screened	Y/N	Template completed	Y/N
8	Ratifying committee(s) and date of final approval	Executive Leadership Team			
9	Version	1.0			
10	Available on	Every	Y/N	Trust Website	Y/N
				Academy Website	Y/N
				Staff Portal	Y/N
11	Related documents (if applicable)	N/A			
12	Disseminated to	All Engage Academy Staff			
13	Date of implementation (when shared)	October 2022			
14	Date of next formal review	30 th November 2023			
15	Consulted with Recognised Trade Unions	N/A			
16	Adopted by Ethos Academy Trust following consultation	N/A			

Date	Version	Action	Summary of changes
11/12/2020	2.0	Major policy revision	Re-write of original documentation
October 2022	2.1	Minor amendments	

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1. Introduction

The Trust aims to offer children a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for adult life. The Trust recognises the value and importance of learning outside the classroom, and encourages staff to organise educational visits that enrich the curriculum and enhance the learning and development of our pupils. Educational Visits are a valuable part of any child's experience in school, providing meaningful and relevant opportunities to enhance, enrich or deliver the curriculum in a setting outside of the academy grounds or normal classroom environment.

These visits may include, for example:

- Pond dipping in a local small lake in order to conduct an ecological survey;
- A visit to an art gallery or museum to enrich pupils' experience and appreciation of art;
- A visit to a battle field to enrich the study of the Civil War for example;
- An adventurous activity visit or residential to develop team work and community cohesion;
- A visit to a climbing wall to deliver part of the PE curriculum.

As these visits can enrich the curriculum or in some cases provide a vehicle through which to deliver the curriculum in a new and exciting way. Educational visits are encouraged both by the DfE and the local authority councils where our academies are based.

1.1 Purpose of Policy

The purpose and scope of this document are to both encourage and support staff to plan and undertake educational visits as part of their curriculum.

1.2 Lines of Responsibility

The Visit Leader (VL) has ultimate responsibility for managing the visit and the behaviour and safety of pupils whilst off site. The visit leader should seek guidance from Educational Visits Coordinator (EVC) who is Ryan Taff. The Visit Leader is responsible for obtaining permission for the trip from the academy Head Teacher and, where appropriate, from the LA through the Evolve system. It is the Head Teacher's responsibility to be aware of who is off site on any educational visit and where they are.

The EVC oversees the planning and organisation of the academy's visits and provides advice and guidance to staff and the Head Teacher, including recommendations regarding the approval of visits.

New EVCs should access training from the LA during their first term regarding their responsibilities with respect to the management and approval of educational visits and should attend refresher/update training at least every 3 years.

2. Categories of Visit

As outlined below there are many different types of educational visits. In all cases educational visits can only be undertaken with the permission of the Head Teacher. However, in the case of adventurous activities and residential visits permission must also be sought from the Local Educational Authority.

1. Regular Day visits
2. Non-routine Day visits
3. Residential visits
4. Adventurous Activity Visits

Adventurous activities include activities or sports where the risk is enhanced due to the remoteness of the location, working at height or with natural bodies of water. As such their delivery and instruction is governed by HSE recommendations and the consensus of best practice by national governing bodies (NGBs). When seeking external providers for these activities it is important that the VL is aware of the minimum requirements and should look for the Adventurous Activities Licence (AALs) Badge (See Appendix I for further details).

2.1 Visit objectives

All educational visits should have a defined purpose, with clearly stated, justifiable educational objectives, or else they may not be approved.

2.2 Equal Opportunities

The VL will follow the academy's equal opportunities policy. Wherever possible *reasonable adjustments* should be made to ensure all pupils have equal opportunities to undertake activities, however, the health and safety of the group or individuals cannot be compromised.

3. The Route to Gaining Authorisation

Visits should be planned, checked and authorised through Evolve under the following procedures:

Nature of Visit	Type of Form	Approved by	Recommended Timescale
Regular Visits - visits that take place on a regular basis throughout the year and are low in risk e.g. visits to local parks, shops, supermarkets and local walks	Local Area Visit	Notification sent to EVC via Evolve	At least 24 hours in advance.
Non-Regular Day Visits - one-off or occasional visits e.g. day visit to York Minster/Scarborough Sea Life Centre/Flamingo Land/offsite sport and forest school sessions	Visit Form	EVC and Head Teacher	At least 1 week in advance of the visit.
Residential Visits - visits that involve one or more nights away from home in UK or overseas.	Visit Form	Internally - EVC and Head Teacher Externally – by Emergency Planning Team at the Local Authority Council	At least 3 weeks before the visit.
Enhanced Risk Activities Visits - all day visits, regular or otherwise, or residential visits that involve hazards that are significantly different or more serious (in terms of severity and/or likelihood) than might normally be encountered in everyday or school life	Visit Form	Internally –EVC and Head Teacher Externally – by Emergency Planning Team at the Local Authority Council	At least 3 weeks before the visit.

4. Visit Leader

All staff who lead visits are required to have their own EVOLVE username and password. All staff who lead visits are required to input their own information, relevant qualifications and assurances on EVOLVE Online or meet with the academy EVC to input information and assurances on EVOLVE Online.

The overall visit leader should be assessed and approved as suitable and competent by the Head Teacher.

Pupils should be briefed about aims, expectations and codes of conduct for all visits. Ongoing briefings are an important part of learning and safety. Good practice will involve the signing of a behaviour contract and/or a discussion of 'trip rules/expectations' that can be displayed and referred to prior to and throughout the visit. Where possible pupils should be involved with planning, developing codes of conduct, assessing/managing risk and evaluating their own attitude, behaviour, development and learning.

Visit Leaders should consider first aid arrangements for pupils on educational visits. All educational visits will require pupils to have access to a competent adult who has an appropriate level of first aid training.

The LA Educational Visits Guidelines provide recommended minimum staffing ratios, but the choice of staff and the decision regarding ratios is still a matter of judgement for the Head Teacher, after consultation with the EVC and Overall Group Leader (and LA EVC, if necessary), as part of the risk assessment and management process.

It is generally good practice to have at least two adults accompanying any off-site experience so that there is some flexibility and reserve capacity should it be needed.

4.1 Role of Visit Leader:

Before the visit

1. Determine firm educational basis for the visit, including learning outcomes and opportunities.
2. If required, undertake a pre-visit to the venue for the activity to ensure it is appropriate for the group.
3. Liaise with the EVC to determine and write risk assessments. During this phase any *reasonable adjustments* to ensure equal opportunities can be made or assessed.
4. Seek authorisation for the visit from the EVC and/or the Head Teacher through EVOLVE.
5. Inform parents / carers of the visit and obtain parent / carer permission (if permission not already secured through pupil induction papers). Include in this letter clear behaviour expectations and any equipment pupils may need to bring. Ensure any medical information is received and recorded.

6. Ensure they and any deputy visit leaders are familiar with the emergency procedures and behaviour policy.

On day of visit

1. Ensure that staff on the trip are aware of their responsibilities and ensure they keep the visit leader up to date with all relevant information.
2. Ensure that an appropriate member of SLT is contactable at all times and that any incidents that occur on a trip are reported to them. This member of SLT will have access to all relevant information such as visit details, parental contact information, itinerary and medical information.
3. Ensure that staff have provided pupils with a clear understanding of expectations and any other information.

After the visit

1. Make a record of any 'near misses' or incidents, and follow up with staff, pupils, parents or visit staff as appropriate. This should be then logged on the academy's Managements Information System and/or Evolve. Visit Leaders should report any 'near misses' or incidents to the Head Teacher.

5. Risk Assessments

The academy has a legal duty of care for its pupils, and must therefore give careful consideration to the hazards involved during an educational visit, and ensure that risks are managed at reasonable and acceptable levels.

The Visit Leader should undertake an appropriate risk assessment for each visit, and this should be discussed/agreed by all assistant/deputy visit leaders and shared with all adults (and pupils where appropriate) before the visit takes place. Appropriate written evidence of this process should be provided.

The process of risk assessment should be a positive means of raising awareness of hazards and prompting constructive discussion regarding the best means of risk management – it should therefore be of real practical value to the leaders and group members, not just a paper exercise.

All relevant generic risk assessment forms are reviewed, amended, and agreed at the start of each academic year by the EVC and Visit Leaders. These generic forms are centrally stored within each setting, and staff are encouraged to reference these if unsure about agreed practice or before undertaking visits that they are less familiar with.

An additional specific visit risk assessment should be completed by the Visit Leaders for each visit to record and share information about potential hazards and precautions that may be particularly noteworthy for that specific group, doing particular activities, at specific sites on that visit.

6. Emergency Procedures

Visit Leaders should be aware of what to do in the case of an emergency. The academy emergency procedures are detailed in the Emergency Plan (stored centrally for staff on the academy's MIS system/network and shared via email) and a brief checklist can be found in Appendix ii.

7. Appendices

7.1 Examples of Adventurous Activities

Adventurous Activities include activities or sports where the risk is enhanced due to the remoteness of the location, working at height or with natural bodies of water. As such their delivery and instruction is governed by HSE recommendations and the consensus of best practice by national governing bodies (NGBs). When seeking external providers for these activities it is important that the VL is aware of the minimum requirements and should look for the Adventurous Activities Licence (AALs) Badge. They include the following activities (with NGB qualifications you should look for when finding an appropriate provider):

Rock Climbing (SPA, MIA, MIC or UIAA Guide)

Ghyll Scrambling (SPA, MIA, MIC or UIAA Guide)

Gorge Scrambling (SPA, MIA, MIC or UIAA Guide with appropriate experience/CPD or additional BCU qualification)

Mountain Biking or Biking in remote locations off road (UKMLBA)

Abseiling (SPA, MIA, MIC or UIAA Guide)

Indoor Climbing Walls (CWA, SPA, MIA, MIC or UIAA Guide)

Any activity that includes natural flowing or expanses of open water (BCU UKCC Coach level 1 to 5)

Caving (BCA Local Cave Leader Award, CIC)

Horse riding (British Horse Society approved centres)

7.2 Appendix ii - Emergency Procedures Checklist

EMERGENCY PLAN CHECKLIST

Action to be taken by leader in the event of a serious incident, accident or death:

- Ascertain the nature and extent of the emergency.
- Protect the party from further injury or danger and ensure all party members are accounted for.
- Assess and remove danger as far as possible (e.g., turn of electrical power if necessary).
- Give First Aid to Casualties (Airways, Breathing, Circulation etc).
- Telephone 999 and ask for appropriate emergency service. May need to move to get signal coverage.
- State your name, location (6 figure grid reference if possible) and time and nature of emergency.
- Telephone **Head Teacher AND Local Authority Emergency Planning Team – Kirklees: 07773 334999, Wakefield: 0345 8 506 506, Rotherham: 01709 823720**
- Give nature, time and location of incident.
- State action taken so far.
- State the names of individuals involved, the extent of injuries and where they are now located.
- Remove party to secure accommodation and ensure they are under the care of a staff member who will protect them from media attention.
- Restrict pupil access to telephones – including mobiles.
- DO NOT MAKE ANY STATEMENT TO THE MEDIA – direct media to the Trust Central Team or LA press officer.
- Complete the relevant accident reporting forms.