

**CELC Educational Visits Policy**

Date of Policy: October 2023

Date Policy due for Renewal: October 2025

**Context**

We believe that educational visits are an integral part of the entitlement of every pupil to an effective and balanced curriculum. Appropriately planned visits are known to enhance learning and improve attainment, and so form a key part of what makes CELC a supportive and effective learning environment. The benefits to pupils of taking part in visits and learning outside the classroom include, but are not limited to:

* Improvements in their ability to cope with change.
* Increased critical curiosity and resilience.
* Opportunities for meaning making, creativity, developing learning relationships and practicing strategic awareness.
* Increased levels of trust and opportunities to examine the concept of trust (us in them, them in us, them in themselves, them in each other).
* Improved achievement and attainment across a range of curricular subjects. Pupils are active participants not passive consumers, and a wide range of learning styles can flourish.
* Enhanced opportunities for ‘real world’ ‘learning in context’ and the development of the social and emotional aspects of intelligence.
* Increased risk management skills through opportunities for involvement in practical risk-benefit decisions in a range of contexts. ie. encouraging pupils to become more risk aware as opposed to risk averse.
* Greater sense of personal responsibility.
* Possibilities for genuine team working including enhanced communication skills.
* Improved environmental appreciation, knowledge, awareness and understanding of a variety of environments.
* Improved awareness and knowledge of the importance and practices of sustainability.
* Physical skill acquisition and the development of a fit and healthy lifestyle.

**Application**

Any visit that leaves the school grounds is covered by this policy, whether as part of the curriculum, during school time, or outside the normal school day.

In addition to this Educational Visits Policy, CELC:

1. Adopts the Local Authority’s (LA) document: **‘Guidance for Educational Visits and Related Activities with National Guidance & EVOLVE’** (All staff have access to this via EVOLVE.
2. Adopts National Guidance [www.oeapng.info](http://www.oeapng.info), (as recommended by the LA).
3. Uses EVOLVE, the web-based planning, notification, approval, monitoring and communication system for off-site activities.

All staff are required to plan and execute visits in line with school policy (ie this document), Local Authority policy, and National Guidelines. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

**Types of visit**

There are three types of visit:

1. Routine local visits in the ‘Extended learning locality’ (See Appendix 1).
2. Day visits within the UK that do not involve an adventurous activity.
3. Visit that are either overseas, residential, and/or involve an adventurous activity.

**Roles and responsibilities**

**Visit leaders** are responsible for the planning of their visits, and for entering these on EVOLVE (where required). They should obtain outline permission for a visit from the Head Teacher or EVC prior to planning, and certainly before making any commitments. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements.

**The Educational Visits Coordinator (EVC)** is Karen Taylor, who will support and challenge colleagues over visits and learning outside the classroom (LOtC) activities. The EVC is the first point of contact for advice on visit related matters, and will check final visit plans on EVOLVE before submitting them to the Head. The EVC sets up and manages the staff accounts on EVOLVE, and uploads generic school documents, etc.

**The Head Teacher** has responsibility for authorising all visits, and for submitting all overseas, residential or adventurous activity visits to the LA for approval, via EVOLVE.

**The Governing Body**’s role is that of a ‘critical friend’. Individual governors may request ‘read-only’ access to EVOLVE.

**The Local Authority** is responsible for the final approval (via EVOLVE) of all visits that are either overseas, residential, and/or involve an adventurous activity.

**Staff Competence**

We recognise that staff competence is the single most important factor in the safe management of visits, and so we support staff in developing their competence in the following ways:

* An apprenticeship system, where staff new to visits assist and work alongside experienced visit leaders before taking on a leadership role.
* Supervision by senior staff on some educational visits.
* Support for staff to attend training courses relevant to their role, where necessary.

In deciding whether a member of staff is competent to be a visit leader, the Head Teacher will take into account the following factors:

* Relevant experience.
* Previous relevant training.
* The prospective leader’s ability to make dynamic risk management judgements, and take charge in the event of an emergency.
* Knowledge of the pupils, the venue, and the activities to be undertaken.

**Approval**

The approval process is as follows for each type of visit:

1. Local visits follow the ‘Extending learning locality’ policy (Appendix 1).
2. Day visits within the UK that do not involve an adventurous activity. These are entered on EVOLVE, and must be submitted to the EVC for checking at least 14 days in advance, and then forwarded to the Head for approval.
3. Visits that are overseas, residential, and/or involve an adventurous activity (see LA guidance for definition of ‘adventurous’) are then submitted by the Head to the LA for approval.

**Emergency procedures**

**A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the visit leadership team.**

The school has an emergency plan in place to deal with a critical incident during a visit (see Appendix 2). All staff on visits are familiar with this plan and it is tested at least bi-annually and following any major staffing changes.

When an incident overwhelms the establishment’s emergency response capability, or where it involves serious injury or fatality, or where it is likely to attract media attention then assistance will be sought from the local authority.

**Educational Visits Checklist**

CELC’s Educational Visits Checklist forms part of the risk management process for visits and off-site activities. This has been adapted from the LA’s generic checklist. A visit should only go ahead if the answer to all relevant questions is ‘YES’

**Parental Consent**

The school obtains blanket consent at the start of each year for activities that fall within the ‘Extended learning locality’ (see Appendix 1). Parents have the option of consenting through a traditional paper consent form or via Bromcom.

Specific, (ie. one-off), parental consent must be obtained for all other visits. For these visits, sufficient information must be made available to parents (via e mail and/or letters), so that consent is given on a ‘fully informed’ basis.

**Inclusion**

CELC complies with the Equality Act 2010. The Party leaders need to establish if any of the party, staff, helpers of students, has any particular needs, including diet, medical and behavioural. These ae to be taken into account during the Risk Assessment process and he appropriate responses identified.

**Charging / funding for visits**

CELC funds all visits.

**Transport**

The school minibus will be used for 9 pupils or less. A minibus will be hired via the LA for more than 9 students. Only staff who have attended the minibus training will drive the minibus and they will undertake safety checks.

Part of the risk assessment for each trip will include managing students on transport.

**Use of staff cars to transport pupils –** Refer to the LA’s guidance document.

**Insurance**

CELC using the Council’s insurance policy. **Risk Assessment**

A Risk Assessment should always be carried out before school visits. The completion of a Risk Assessment is a vital part of the planning process. However, it is not a once and for all requirement. During the planning process the Risk Assessment should be constantly reassessed. Furthermore, during the visit, it may be necessary to carry out a Risk Assessment before a particular activity, or in the light of the prevailing situation. For major visits, those involving an overnight stay, or a hazardous activity, a draft Risk Assessment should be sent to parents prior to approval, for comment.

Factors that may affect risk levels include:

1. The pupils’ age, maturity, competence and fitness
2. Any pupil with additional needs
3. The location
4. The activities planned during the visit
5. The expertise and competency of supervising staff
6. Weather factors (this will be appropriate prior to the start of any session once on-site)
7. The requirement for mobile phones
8. The need for first aid materials to be carried
9. The risk assessment of any organisation providing activities and supervision.

**First Aid Kits**

Party leaders are to carry a suitable First Aid kit(s).

**Party details**

The party leader will carry lists of all staff and pupils who make up the party, including their home addresses and telephone numbers, as well as the school’s address and telephone number.

**Pupil Behaviour**

Pupils need to be briefed about behaviour, attitudes and risks prior to the visit going ahead. This is done most appropriately when the whole group comes together to check final details of the trip. Pupils must be informed that they are subject to the same school rules on an educational visit trip as they are in school and that they must co-operate fully with members of staff on the trip.

They must be told they will be sent home if they do not behave responsibility and in a co-operative way. A decision relating to this must be taken by the party leader in consultation with all members of staff present on the educational visit, and parents will be notified.

**Post Visit Assessment (Post Incident)**

If there are any issues that arise during the visit in respect of Health and Safety, for example, transport arrangements, a post visit incident report should be sent to the Head Teacher. The responsibility for post-incident procedures will initially fall on the party leader and staff on the trip.

Actions are likely to fall into the following categories:

1. Immediate action to be taken in order to safeguard all pupils and staff (Party Leader/Staff)
2. Summoning outside help from medical and emergency services (Party Leader/Staff)
3. Using the available resources to control the incident area and the pupils who have been involved in or have witnessed the incident (Party Leader/Staff)
4. Depending upon the circumstances and seriousness, informing the Head Teacher of the incident and the action that has been taken (Party Leader, Staff or contact person)
5. Informing the local police if it is a reportable accident
6. Informing parents, guardians or relations following a serious incident:
7. of pupils who have been involved in the incident (Party Leader)
8. of pupils who have been members of the group but not hurt or directly affected (Party Leader)
9. of teachers who have been involved (Party Leader)
10. Arranging the support and counselling of pupils and staff where this is necessary (Party Leader/Staff initially)
11. Arranging for interviews and the accurate recording of statements from all those who are involved with the incident – it may be necessary to have the parents or guardians present whilst such interviews take place (Party Leader/Staff out of School, Head Teacher on return)

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Factors that may affect risk levels include:

1. The pupils’ age, maturity, competence and fitness
2. Any pupil with additional needs
3. The location
4. The activities planned during the visit
5. The expertise and competency of supervising staff
6. Weather factors (this will be appropriate prior to the start of any session once on-site)
7. The requirement for mobile phones
8. The need for first aid materials to be carried
9. The risk assessment of any organisation providing activities and supervision.

**Appendix 1 - Extended Learning Locality**

**Boundaries**

The boundaries of the locality are anywhere in the CV1-CV7 postcode

We use this extended area on a regular basis for a variety of learning activities, and approved staff are allowed to operate in this area without completing the EVOLVE visit approval process, provided they follow the below Operating Procedure.

**Operating Procedure for Extended Learning Locality**

**The following are potentially significant issues/hazards within our extended locality:**

* Road traffic.
* Other people / members of the public / animals.
* Losing a pupil.
* Uneven surfaces and slips, trips, and falls.
* Weather conditions.
* Activity specific issues when doing environmental fieldwork (nettles, brambles, rubbish, etc).

**These are managed by a combination of the following:**

* A member of SLT 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 ‘Extended learning locality’ is explained to all new parents when their child joins the school.
* There will normally be a minimum of two adults.’
* Staff are familiar with the area, including any ‘no go areas’, and have practiced appropriate 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.
* All remotely supervised work in the extended learning locality is done in ‘buddy’ pairs as a minimum.
* 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 deposit in the office a list of all pupils and staff, a proposed route, and an estimated time of return.
* A school mobile is taken with each group and the office have a note of the number.
* Appropriate personal protective equipment is taken when needed (eg gloves, goggles)

**Appendix 2 – Emergency Procedure**

The school’s emergency response to an incident is based on the following key factors:

1. There is always a nominated emergency base contact for any visit (during school hours this is the office).
2. This nominated base contact will either be an experienced member of the senior management team, or will be able to contact an experienced senior manager at all times.
3. For activities that take place during normal school hours, the visit leadership team will be aware of any relevant medical information for all participants, including staff.
4. For activities that take place outside normal school hours, the visit leadership team and the emergency contact/s will be aware of any relevant medical information and emergency contact information for all participants, including staff.
5. The visit leader/s and the base contact/s know to request support from the local authority in the event thatan incident overwhelms the establishment’s emergency response capability, involves serious injury or fatality, or where it is likely to attract media attention.
6. For visits that take place outside the ‘extended learning locality’, the visit leader will carry either:
7. An LA Emergency ‘Card’ (see EVOLVE Resources), or
8. An OEAP National Guidance Emergency action card
9. This Emergency Procedure is tested through both desk top exercises and periodic scenario calls from visit leaders.