

**Educational Visits Policy**

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| **Policy Details** |  |
| Policy prepared by: | Andrew Wakefield, Deputy Headteacher |
| Date reviewed: | January 2018 |
| Approved by Governors, including Stan Tucker, Chair of Governors: | January 2018 |
| Date of next review: | January 2019 |

# Importance of Off-site Visits

We believe that educational visits are an integral part of the entitlement of every child 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 The Edge Academy a supportive and effective learning environment.

Supporting Off-site visits and Adventurous Activities across the Academy is a key driver in engaging, inspiring and enthusing young people, enabling learning and development through real life experiences and helping all our young people to realise their potential. The Academy remains committed to promoting such experiences and recognises the impact and value they can have on children and young people’s learning and development.

The benefits of children taking part in visits and learning outside the classroom include (but are not limited to):

* Improvements in their ability to cope with change and novelty
* 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. Students are active participants and 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 giving them the tools and experience necessary to assess their own risks in a range of contexts
* 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

# Purpose, Status & Remit

This document outlines the Academy policy and procedures for Off-site visits. It includes the use of standard operating procedures and risk assessments for local, routine visits in order to reduce bureaucracy and help support staff to manage visits in a simple and effective way. The level of planning should be proportionate to the complexity of the visit.

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

All staff are required to plan and execute visits in line with this policy. Staff are particularly directed to be familiar with the roles and responsibilities of key staff.

This policy should be reviewed on an annual basis or when required in response to any incident or lessons learned.

# OEAP National Guidance

Requirements for Off-site Visits and Adventurous Activities’ is underpinned by the National Guidance [www.oeapng.info](http://www.oeapng.info/) .

**Roles and Responsibilities**

# Visit Leaders

Visit Leaders are responsible for the planning of visits but should involve both accompanying staff and pupils in this process.

Staff must not sign any contracts; enter into any agreements; pay any money or deposits; or advertise visits with pupils until outline permission has been obtained from the Principal.

Staff must make appropriate checks of any third party providers.

# EVC (Educational Visits Coordinator)

The EVC is Andrew Wakefield

Date of the last EVC training course attended 01/04/2016. (This should be within the last 3 years - the EVC should attend a full EVC training day, and thereafter attend EVC update training at least once every 3 years).

The EVC will support and challenge colleagues over visits. They are the first point of call for advice on visit related matters. The EVC will check final visit plans before submitting them to the head/senior manager for approval.

The EVC should refer to:

The EVC Checklist from the National Guidance

# The Principal

The Principal has responsibility for monitoring and final approval of all visits. The Principal should refer to:

The Head or Manager Checklist from the National Guidance

# Governors

The Governors will be informed of Level 1 and Level 2 visits on a termly basis but must be informed of and approve all Level 3 visits prior to them taking place. Visits are included on the agenda of Governors meetings allowing board members to fulfil their role as ‘critical friend’ in the scrutiny of all visits and in particular Level 3 visits.

Governors will review and approve this policy on an annual basis and will maintain an overview and monitoring role to ensure that all visits are carried out in accordance with this establishment policy

The Governors should refer to:

The Governors and Governor Checklist from the National Guidance

The Member of a Governors or Governing Body - responsibilities

# Staff Competence

We realise that staff competence is the single most important aspect of safe visit management and so we support staff in developing this 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 of more complex visits where appropriate
* Regular CPD for all staff involved with visits, including: risk management, emergency procedures, visit leader training, group management and first aid

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

* + Level of relevant experience
	+ Any relevant training undertaken (including any relevant qualifications

– eg, hill walking)

* + The emotional and leadership ability of any prospective visit leader to make on-going risk management judgements and take charge of any emergencies that may arise.
	+ Knowledge of the children, the venue and the activities to be undertaken

Accompanying staff should have clearly defined roles, be involved in the planning process and be competent to carry out the roles to which they are assigned.

# Types of Visits

There are three types of visits:

* Level 1
* Level 2
* Level 3

See the table below for further details.

# Visit Planning and Approval

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| --- | --- | --- |
| ***Table 1*** | **Definition of visit** | **Approval process** |
| **Level 1** | **Local, routine, low risk**(Please see the Level 2 definition to help clarify. If in doubt then count it as a Level 2) |  **MUST BE SIGNED OFF 7 DAYS BEFORE THE VISIT*** **Although all visits should be part of a planned programme it is recognised that some visits may need to take place at short notice, alternatively blanket approval may be appropriate for certain types of visits – please see the EVC for further details.**
* **Provisional agreement should be obtained from the Principal before any commitment is made.**
* **Checked and submitted by EVC**
* **Approved by Principal (delegated approval from Governors/LA)**
 |
| **Level 2** | **Out-of-borough Or****In-borough trips that are of a more complex nature**(eg large scale sponsored walk; night time theatre visit; involvement in a large scale public event/gathering) |  **MUST BE SIGNED OFF 14 DAYS BEFORE THE VISIT*** **Provisional agreement should be obtained from the Principal before any commitment is made – using the Visit Proposal Form (VPF)**
* **All planning documentation must be attached to the Visit Form** (Including: itinerary, any specific risk assessments, parental info letters, parental meeting presentations, any info from providers, any other relevant info)
* **Checked and submitted by EVC**
* **Approved by Principal (delegated approval from Governors/LA)**
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|  |  |  |
| --- | --- | --- |
| **Level 3** | **Overseas Residential Adventurous** | **MUST BE SIGNED OFF 2 MONTHS BEFORE THE VISIT*** **Provisional agreement should be obtained from the Principal before any commitment is made – using the Visit Proposal Form (VPF)**
* **Visit Form completed by Visit Leader**
* **All planning documentation must be attached to the Visit Form** (Including: itinerary, any specific risk assessments, parental info letters, parental meeting presentations, any info from providers, any other relevant info)
* **Checked and submitted by EVC**
* **Authorised by Principal**
* **Approved by Governors**
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| ***Table 2*** | **Planning a visit – the visit leader’s job list** |
| **All visits** | **The visit leader will ensure the following steps are completed for all visits:*** Obtain provisional agreement from the Principal before any commitment is made
* Funding arrangements and charging policy agreed
* Where practicable a pre-visit should be carried out to check suitability, gather information and to inform risk assessment and planning
* Ensure the visit:
	+ Has clear learning outcomes
	+ Has activities appropriate to the group
	+ Is planned to maximise benefits to the children while managing significant risks
	+ Has effective supervision in place/ is appropriately staffed
	+ Has a designated deputy leader
	+ Complies with the safeguarding policy
* Record the visit plan
* The Academy’s Risk Assessment for Off-site visits must be implemented by staff on a bespoke basis for all visits. Where there are any additional significant risks they should be included in a further Event Specific Risk Assessment and attached to the visit form.
* Involve all staff in reviewing and writing the risk assessment and the planning
* Involve pupils in the planning of the visit, and how it will be managed, wherever possible
* Ensure parents are kept fully informed
* Ensure appropriate consent is in place.
* Ensure all other staff, accompanying adults, children and any external provider are:
	+ Fully briefed about their roles and responsibilities during the visit
	+ Know what to do in the event of an emergency
	+ Are given information they need about individual pupil needs
* Fully brief the base contact back at Academy and ensure they have access to/copies of all relevant information
* Make suitable checks on any external providers.
* Refer to Visit Leader Checklist from the National Guidance
 |
| **Level 2 &****Level 3** | * Specific parental consent is required for all visits except for certain parts of the Outdoor Education programme.
* All relevant information must be included. The following (where applicable) must be

attached to the Visit Form:* + Itinerary
	+ Event-specific Risk Assessment/s (as required)
	+ Information provided to parents/pupils
	+ Parents meeting presentation (where applicable)
	+ Any other relevant information
 |

**Required for all visits**

* Visit Leader holds the following:
	+ List of staff and young people on visit
	+ Emergency card (including 24hr Emergency Contact details where appropriate)
	+ First Aid kit
	+ Any other relevant documentation/items (eg medication/ contact details where appropriate)
* Emergency contact (at the base) holds the following:
	+ List of staff and young people on visit
	+ Emergency cards (Including Visit Leader contact details while on the visit)
	+ Any other relevant documentation (eg medical/ contact details)
	+ And should have 24/7 access to all Visit details and documentation

**Guidance for Visit Leaders**

**All Visit Leaders should be familiar with the ‘Specific guidance for your role’ (for Visit Leaders) which can be found by accessing the OEAPNG website and selecting the Visit Leader role on the right hand side of the page. This will bring up all relevant documents for the role of Visit Leader.**

The following OEAP documents may be of particular interest and can be found in the ‘Specific guidance for your role’ (for visit Leaders) section on the OEAPNG website.

* Visit or Activity Leader Responsibilities
* Visit Leader Checklist
* Group Management and Supervision
* Good Practice Basics
* Ratios and Effective Supervision

# Parental Consent

Staff must ensure that appropriate consent is in place.

# Risk Management

**The Academy’s Risk Assessment for Off-site visits must be implemented by staff on a bespoke basis for all visits. Where there are any additional significant risks they should be included in an Event Specific Risk Assessment, and attached to the visit form.**

**Level 1 Visits**

It is expected that even routine, low risk visits (Level 1 visits) will be managed using a bespoke risk assessment. Factors which may need considering within this could include: a group with unusually challenging behaviour; extreme weather; an inexperienced leader; etc etc.

# Level 2 & Level 3 Visits

For Level 2 and Level 3 (more complex) visits an event-specific risk assessment must again be provided. Any additional significant issues must be recorded along with appropriate control measures.

Please note any additional risk assessment must be attached to the visit form for monitoring by the EVC and Principal before approval can be given.

# On-going Risk Assessments

This is what the staff do on a visit to keep the group safe – ‘*active risk management’*. It involves continuously assessing situations as they unfold and

adjusting your response to effectively manage any issues/risks that may arise. This is not a written risk assessment.

All staff are responsible for carrying out effective on-going risk assessments based on competence, experience and common sense. Staff teams must be suitably competent and experienced so that they are able to effectively manage any situations they are likely to encounter on the visit.

# What to consider when carrying out an Off-site visit risk assessment

When considering whether there are any significant risks that need managing it is recommended that staff use the following model:

# STAGED:

**S**taffing (Including competence, experience, ratios, effective supervision)

**T**imings (Timings, itinerary, downtime)

**A**ctivities (Programme, activities to be undertaken.

Who will lead? Adventurous?)

**G**roup (Additional needs: learning, behaviour, disabilities, medical.

Challenging group?)

**E**nvironment (Venue, accommodation, weather, water levels, crowds, other users, culture)

**D**istance from base (Including transport arrangements, support systems, residential visits, visits abroad)

# Procedures for Risk Management:

1. When completing the risk assessment/ planning the staff should ask the following question:

***What are the really important things we need to do keep the group safe?***

1. The **On-going Risk Assessment** is really important – this is what the staff do during the visit to keep the group safe (see the Ongoing risk assessment section above)
2. All staff have a responsibility to review risk assessments after every visit and feedback any issues to the EVC.
3. All staff going on the visit should be involved in the planning process which should include the checking and writing of any risk assessments. The visit leader should take the lead with the planning but as a rule should not complete risk assessments on their own. Ideally risk assessments will be the product of discussions between the staff team.
4. Young people should be included in the risk assessment process where appropriate. This can help them learn how to managing risk for themselves.
5. All staff, volunteers and young people must be briefed appropriately regarding the risk assessments prior to departure.
6. Staff only need to record **significant risks**. Risk assessments should be proportionate, simple and easy to use.
7. Where an external provider is being used, the provider has responsibility for risk assessing and managing the activities they deliver.

# Monitoring

The role of monitoring is shared between the EVC, the Principal, the staff and the Governors. The checking and approval process is a very important part of the monitoring process and is shared between the EVC, Principal and Governors.

Field monitoring is also recognised as important and staff are encouraged to peer monitor and give feedback to colleagues. In addition the EVC, principal or other experienced senior staff should carry out monitoring visits from time to time in order to support staff and encourage good practice.

Staff are encouraged to evaluate visits. This will be monitored by the EVC, used for future planning and training and reported to the Principal on a termly basis.

# Induction, Training, Apprenticeship, Succession Planning

New staff are trained by the EVC so that they are familiar with the procedures for Off-site Visits as part of their induction. This is included and recorded as part of their induction programme.

The EVC should attend a full EVC training day, and thereafter attend EVC update training at least once every 3 years.

An apprenticeship model should be used so that inexperienced staff can shadow experienced and competent visit leaders until they are ready to lead visits themselves. This model also allows for effective succession planning.

Training records are kept by the EVC.

Records of any relevant staff qualifications (eg Mountain Leader Award or First Aid qualification) including a scanned copy of the certificate should be saved on the SCR.

# Assessing Venues and External Providers

Where an external provider is being used, the provider has responsibility for risk assessing and managing the activities they deliver. It is the trip leader’s responsibility to check on qualifications/ insurance arrangements for external providers however and include copies of relevant information in the pack they submit to the EVC.

# Volunteers

Volunteers will require a Criminal Record Check if they are involved in a regulated activity. Staff should discuss this with the EVC and the Principal to establish if a check is required.

Volunteers should be inducted/ briefed and assessed as competent to carry out their assigned role. They will also require supervision by staff.

# Emergency Procedures

Both the visit leader and the base contact should have 24/7 access to all the details of the visit, including medical and next of kin information for both the staff and the young people.

The visits emergency procedures should key into the Academy’s emergency planning.

# Behaviour

Young people will be expected to follow a code of conduct while on Off-site Visits. Where possible the young people will be involved in setting them up so that they can retain some ownership. On occasions parents may be asked to sign the code of conduct as well. Expectations are covered by the home/Academy agreement that is completed at the induction stage.

Careful thought will be required to determine how mobile phones and other electronic devices will be managed.

In order to ensure the safety of all students and staff involved on trips, all students must be scanned with the academy’s metal detection “wand” before exiting the academy premises. Staff should also ensure on transport to and from trips (e.g. when considering seating arrangements on the school minibus) that there is always at least one member of staff positioned behind all students so that there is a full field of vision of all students and their behaviour at all times.

# Inclusion

The Academy ethos supports inclusions in all areas of Academy including visits. We encourage integration through participation with peers.

All visits must comply with the Equality Act 2012.

Staff must plan early to overcome any inclusion issues. Reasonable adjustments must be made to accommodate any young person with disabilities as long as the adjustments don’t unduly impinge on the rest of the group.

Expectations of staff accompanying visits must be realistic, so that what is required of them is within their competence and is reasonable.

# Finance

There are clear procedures for staff to follow including:

* + Initial approval of financial plans/costings using the educational visits proposal form.
	+ All accounting, banking and reporting should be arranged through the business manager.
	+ Appropriate contingency to be built into the proposed cost.
	+ The management of ‘voluntary contributions’
	+ Arrangements for young people unable to afford a visit to be discussed and agreed with SLT.

# First Aid Arrangements

Where possible, it is considered good practice for all visits to have a qualified first aider and where visits take place in remote areas, a two day outdoor first aid qualification must be held. All visits without exception must have an assigned first aider.

**Contacts in the Event of a Critical Incident**

As per the academy’s critical incident policy, there may be a need for the EVC/ Principal or in exceptional circumstances the trip leader to use the following emergency numbers.

|  |  |  |
| --- | --- | --- |
| Birmingham City Council   | David Bridgman, School Support Manager (South)  | Tel: 0121 303 8394 Mobile: 07771 339061 Press Office out of hours number: 0121 303 3287 |
|

|  |  |  |
| --- | --- | --- |
| Educational Psychology Service |  | 0121 464 1364 07766 925152   |

 | Amanda Daniels, or any Senior Educational Psychologist, Lisa Robinson | 0121 464 1364 07766 925152  |

Appendix 1- Academy Trip Proposal Form

**Trip/ Visit Initial Proposal Form**

|  |  |
| --- | --- |
| Name of member of staff proposing to lead trip. |  |
| Trip Venue and Address |  |
| Reason for trip |  |
| Date and time of trip |  |
| Number of students proposed trip is aimed at. |  |
| Proposed staffing for trip (consider ratios, nature of students on proposed trip, staff expertise/ experience, first aid qualifications etc) |  |
| Likely cover implications for trip  |  |
| Cost implications for trip and how you intend to meet these. |  |

Appendix 2- Academy Risk Assessment Template

|  |  |  |  |
| --- | --- | --- | --- |
| Task | Hazard | Control | Considered |
| **All visits** | Exposure to weather | * Consider potential weather conditions and plan appropriate programme, eg wet weather alternatives.
 | Indoor visit |
|  |  | * Check weather forecast on day and adjust plans if necessary.
 | N/A |
|  |  | * Provide water bottles in case of hot weather
 | N/A |
|  |  | * Ensure parents are aware of the use of sun screen and how this is to be applied
 | N/A |
|  | Young people lost or separated from group | * Plan supervision before visit and brief adults and young people appropriately.
 | / |
|  |  | * Ensure supervising adults are competent and understand their roles.
 | / |
|  |  | * Ratios set at or above level in line with national guidance.
 | / |
|  | Young people lost or separated from group. | * Use of age appropriate control measures, eg small groups with a named leader, buddy system, double count.
 | / |
|  |  | * Remote supervision only used where appropriate, boundaries clearly set, agreed times for return, member of staff in contact spot at all times, young people in groups of 3 or more.
 | n/a |
|  |  | * **Parental consent specifically sought for remote supervision.**
 | n/a |
|  |  | * Regular and double head counts by leaders, particularly at arrival and departure points and when separating and reforming groups.
 | / |
|  | Illness or injury | * Level of staff knowledge of first aid assessed by Visit Leader.
 | / |
|  |  | * Check any first aid qualifications up to date.
 |  |
|  |  | * At least one adult to have good working knowledge of first aid.
 |  |
|  |  | * First aid kit carried (checked by qualified first aider).
 | On the day |
|  |  | * Mobile phones are fully charged and carried by Visit Leader and other designated persons. Numbers are known to all adults.
 | / |
|  |  | * Offsite emergency procedures understood and in place
 |  |
|  |  | * Emergency home based contacts nominated and briefed.
 | / |
|  |  | * Visit Leader to have copy of all consent/medical forms.
 | / |
|  | Specific special needs | * Obtain information from parents on recommended consent form
 |  |
|  |  | * Take advice from relevant staff.
 | / |
|  |  | * Make necessary arrangements for young people, including individual risk assessment and additional staffing as necessary.
 |  |
|  |  | * Review management of individuals immediately after visit to inform future risk assessments.
 | On return |
| VENUE |  | * If using an external provider check on status, eg Quality Badge.
 |  |
|  |  | * Ensure activity is age appropriate and able to be inclusive of special needs.
 | / |
|  |  | * Identify whether staff coming into contact with young people are DBS cleared. If not then alternative arrangements should be made, eg centre staff not to be left alone with young people
 | Pupils not unattended at any point |
| TRANSPORT – General considerations | Road traffic accident.Slips, trips and falls.Transport breakdown.Specific special needs. | * Parents informed and consent received for form of transport or walking
 | / |
|  |  | * Young people advised as to behaviour expected, eg staying in seats, noise level, driver distraction.
 | / |
|  |  | * Consideration of special needs, eg mobility issues.
 | / |
|  |  | * Ensure close supervision and double head counts before departure and after any breaks in journey
 | / |
| Coach travel |  | * Reputable coach company used, appropriate insurance in place and all vehicles fitted with seat belts.
 | / |
|  |  | * Driver aware of expectations and route.
 | / |
|  |  | * Young people prone to travel sickness seated near the front.
 | / |
|  |  | * Staff to check seat belts fitted securely prior to departure and whenever young people return to seats after a break.
 | / |
|  |  | * Take care to park in a suitable place for boarding and disembarkation.
 |  |
| Walking |  | * Young people advised as to behaviour expected.
 | / |
|  |  | * Route assessed by Visit Leader.
 |  |
|  |  | * Note kept of changes to the route (road works).
 | n/a |
|  |  | * Appropriate supervision, supervisors competent and briefed by Visit Leader prior to visit.
 | / |
|  |  | * Road crossing strategy decided by Visit Leader and all adults briefed.
 |  |
|  |  | * Young people and parents briefed on the need for sturdy and comfortable footwear.
 | n/a – very short walk |

 Venue for trip and address/ contact details:

Departure time/ date from school: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Return time/ date to school: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Emergency contact details for all named staff on trip :

 Emergency contact details for senior staff (two needed):

 Provision for any SEN/ medical needs of above students?

Students on trip and their emergency contact details:

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Trip Leader (print name) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

EVC (print name) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Headteacher (print name) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please ensure that alongside this risk assessment, the following documents are passed to the EVC.

1. Original Trip Proposal Visit Form.
2. Any other individual risk assessments/ outside provider risk assessments where applicable.
3. Itinerary of trip.
4. The letter which was sent to parents/ carers regarding the trip.