



South Gloucestershire and Stroud Academy Trust (SGSAT)

Educational Visits Policy

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Please contact the SGS-GS Human Resources Department**

Policy and Procedure Prepared by:	Paul Ramage
Job Title/Role:	Principal Berkeley Green UTC
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Approved by:	SGS-AT Board of Trustees
Date:	12 July 2017

Mandatory Initial Equality and Diversity Impact Screening

Main aim and purpose of the policy:	This policy explains how a complaint can be made and how SGSAT will respond to it				
Is this policy (or its constituent parts) relevant to a general equality duty? (please tick)	This policy development will assist in the elimination of unlawful discrimination and/or harassment of identified groups?	Implementation of this policy will promote equal opportunities for identified groups?	Implementation of this policy will promote positive attitudes and participation between groups?	Implementation of this policy will promote good relations between groups?	
Age	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Disability	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Gender Reassignment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Race or Ethnicity	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Religion or Belief	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Marriage	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pregnancy/ Maternity	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Sex	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Sexual Orientation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Carers/ Care givers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Persons in care	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Specify any groups for which there is evidence or reason to believe that some groups or individuals could be affected differently:					
None					
How much evidence is there:	None	A little	Some	A lot	
Is there any concern that the policy may operate in a discriminatory way?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	None	A little	Some	A lot	
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Assessed relevance to equality (tick one row only)	High	Med	Low	None	Brief reason for this assessment
Age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Gender Reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Race or Ethnicity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Religion or Belief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Marriage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Pregnancy/ Maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Sexual Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Carers/ Care givers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
What is the next step? (tick one only)	What priority level is this policy?			Has the Policy been sent for Full EQIA, or do you believe the policy should have a Full EQIA?	
	High <input type="checkbox"/>	Medium <input checked="" type="checkbox"/>	Low <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
I am satisfied that an initial screening has been carried out on this policy/procedure and a full Impact Assessment is not required					
Completed by: Paul Ramage		Position: Executive headteacher		Date: March 2016	

SGSAT comprises academies, free and studio schools and UTCs - for ease of reference, they are referred to generically as 'schools' throughout this document.

The term 'Principal' is used throughout this document to refer to a school senior leader (e.g. Headteacher, Associate Headteacher, Associate Principal, Group Principal).

Purpose:

At SGS-AT, we value opportunities to deliver our curriculum in active and engaging ways.

“Outdoor learning supports academic achievement, for example through fieldwork projects, as well as the development of ‘soft’ skills and social skills, particularly in hard to reach children. It can take place on school trips, on visits in the local community or in the school grounds.” House of Commons Education and Skills Select Committee – February 2005

Learning Outside of the Classroom (LOtC) gives depth to the curriculum and makes an important contribution to students’ physical, personal and social education Outdoor Education- Aspects of good practice – OfSTED – Sept 2004

An educational visit can therefore be seen as any aspect of a Student’s education that takes place off the main school site and should include visits to such places as parks, museums, swimming pools etc. as well as residential trips and visits abroad.

The guidance in this policy must be read in conjunction with guidance, as that found within the Outdoor Education Advisors Guidance (OEAG), which is endorsed by the Health and Safety Committee (HSC) www.oeapng.org

This policy applies to all of the staff at SGS -AT and to all visits and LOTC activities whether or not they occur during normal working hours, weekends and during holidays.

ROLES AND RESPONSIBILITIES

Role of the Governors:

- To ensure that the Principal and the EVC have adhered to the guidelines contained within the above.
- To ensure that visits have appropriate educational merit
- To define which type of visits should be approved by the Governing Body, and/or the Principal, and/or or the Educational Visit Coordinator.
- To ensure that that all aspects of risk management have been considered and that risk assessments for travel, accommodation and activities have been carried out prior to departure. It is not expected that Governors should become directly involved in risk assessment and related matters unless they have an appropriate competence.
- Ask questions about a visit’s educational objectives and how they will be met. Are the objectives appropriate to the age and abilities of the Student group? Why is a particular venue being used? Is the visit inclusive for all students? Is the visit value for money?
- To ensure measures exist to obtain parental consent on a basis of full information, to investigate parental complaints.
- To review annually the EV policy and procedures including incident and emergency management systems

Role of the Educational Visit Co-ordinator/ Principal:

It has been identified in the guidance (see above) as good practice for each school to have an Educational Visit Co-ordinator (EVC). The EVC's role is to ensure that all visits follow policy guidance and all of the schools other relevant policies and procedures:

- To approve educational visits as agreed by Governing Body
- To provide adequate documentation to support planning of all trips and visits.
- To ensure all off-site visits are thoroughly planned using standardised whole-school documentation.
- To ensure all staff are aware of the guidelines concerning their particular visit, and that their training is revisited every three years, or on staff change.
- To assign competent people to lead or otherwise supervise a visit. Competence of other adults proposed to provide support or lead activities within a visit will commonly be done with reference to accreditations from an awarding body and/or previous experience and on the job training.
- To ensure visits have appropriate support ratios and adequate cover for health and safety, first aid, medication and behaviour management.
- To work with the Visit Leader (VL) to obtain the consent or refusal of parents and to provide full details of the visit beforehand so that parents can consent or refuse consent on a fully informed basis.
- To organise the emergency arrangements and ensure there is an emergency contact for each visit.
- To keep records of individual visits including reports of accidents and 'near accidents' (sometimes known as 'near misses').
- To ensure that arrangements are in place for the Governing Body to be made aware of visits so that questions can be asked as necessary.
- To ensure that appropriate documentation has been completed in compliance with guidelines.
- To ensure that visit evaluation is used to inform future visits and training needs. Further staff training should be made available where a need is identified.
- To arrange for the recording of accidents and the reporting of serious injuries as required. Accident and incident records should be reviewed regularly, and this information used to inform future visits.
- To review systems and, on occasion, monitor practice, and ensure that own training is updated every three years.

Role of the Visit Leader:

The Visit Leader has full responsibility for the safe running of the activity including pre planning and following guidance and ensuring all participants are aware of their roles. To achieve this, the Visit Leader will;

- Identify the clear purpose and objectives of the visit.
- Complete visit documentation and obtain EVC approval for any visit off-site, no matter how short its duration, or regular.
- Plan the itinerary in such a way as to account for all times on the visit including meal and 'down' times particularly on residential trips.
- Have prior knowledge of the venue – the visit leader should normally have made an exploratory pre visit.
- Inform parents and seek permission/consent, detailing the nature, purpose and related activities involved in the visit.
- Allocate supervisory responsibility to each adult for named Students and ensure that each adult knows which Students they are responsible for. To ensure that each Student knows which adult is responsible for them and that all adults understand that they are responsible to the visit leader for the supervision of the Students assigned to them.
- To ensure that all adults involved in supervising the visit are aware of the risk assessments including a 'Plan B' and the expected standards of behaviour.
- To continuously monitor the appropriateness of the activity, the physical and mental condition and abilities of the group members and the suitability of the prevailing conditions.

Role of the Emergency contact

The named emergency contact will have been briefed of the venue, location, itinerary and activities involved. They will hold the contact numbers for staff and children and will have been made aware by the EVL and EVC of the plan in the event of an emergency. It is better that this person be able to drive, and have access to a vehicle and phone line to the EVL (in addition to the one such as the school number, which may be blocked by parents incoming calls.)

Role of the Student

- To be aware of the risk assessments
- To know who their supervisor is at any given time and how to contact him or her and to alert the supervisor if someone is missing or in difficulties.
- To understand the need to have a meeting place to return to, or an instruction to remain where they are, if separated.
- To understand and accept the expected standards of behaviour.

Planning

- a. Obtain consent from the Principal, or, in his/her absence, from the Deputy Principal before booking a trip
- b. Confirm details with the EVC/Principal and ensure details have been entered into the school diary
- c. Complete the risk assessment, ensuring that it is signed and checked by the EVC.
- d. When the visit is authorised, letters can be sent home to parents as necessary. Parents must always be made aware when their children are undertaking a visit and will be off school premises.
- e. Collect reply slips (bearing in mind some Students in care of social services may also need additional permission from them) - No Student will be allowed to go on a visit without parental permission.
- f. Liaise with the EVC over any changes to the approved itinerary and arrangements.
- g. Pre-visits. In most cases it is very important to undertake a pre visit. The need for a previsit should be discussed with the EVC. If a pre-visit is considered as not being necessary the reasons must be noted on the visit risk assessment.
- h. Have a plan for periods of 'downtime' such as those during residential, and a plan B, should weather curtail the planned activities.
- i. Wherever possible and practical a First-aider should accompany each visit offsite. There should always be an appropriate first aid box available for use.

In planning and organising a residential trip or visit involving outdoor and adventurous activities the above process remains relevant with the following additions.

- All visits involving a residential (overnight stay) and/or adventurous activities have had responsibility of organising etc delegated to the Principal, although they do need to be informed before a contract is made with a Provider.
- Obtain approval from the Headteacher. This will allow the date to be entered into the school diary at least 10 Weeks prior to the visit
- When the visit is authorised, letters can be sent home to parents as necessary.
- Collect reply slips (bearing in mind some Students in care of social services may also need additional permission from them) – No Student will be allowed to go on a visit without parental permission. Authorisation for the visit leader to act for the child in the event of a medical emergency should be implicit within the permission.
- Collect Student donations using the procedures requested by the office. Carry out a pre visit, and read website and documents carefully – share will all adults, and where appropriate, children.
- Liaise with the EVC over any changes to the approved itinerary and arrangements. Hold a meeting for parents prior to the visit to brief them fully.

During the Trip

- Throughout the duration of any trip off-site, the Students and staff will be expected to adhere to the policies and procedures laid down in other SGS-AT documentation (specifically the Behaviour Policy, First Aid Policy and Health and Safety Policy). Where specific medical plans exist the visit leader is responsible for ensuring all staff and accompanying adults are aware of the plan.
- Staff Code of Conduct Policy is adhered to throughout the trip, even when not with children.
- One of the key features of all visits is the need for all staff to be involved in on going risk assessments. Visit Leaders need to make decisions on an on-going basis regarding the safety of the visit. (see 'Risk Assessments'). This includes the support ratios and Student groupings dependent upon social interactions and behavioural issues presented during

the day. All members of staff need to be aware of the plans and procedures identified for dealing with Students with specific behaviour plans.

- Visit Leaders must take a mobile phone in order to remain in contact with the school (and vice versa) during the time off-site. In the event of an emergency, the school must be contacted immediately (or as soon as is practical) in order that the Principal can take charge of the management of the incident. This procedure will follow the schools Emergency/Crisis Plan.
- All adults accompanying the trip must receive a copy of the risk assessment, prior to the trip. This risk assessment should include mobile numbers of all adults accompanying the trip.
- It is the school's policy that all Students will be assigned to a group, supervised by an adult. Regular head counts will be taken throughout the day to ensure Students are always accounted for.

Review

- All journeys and visits off-site must be reviewed and evaluated in relation to the visit aims and purpose in order to aid future planning. It is the responsibility of the Visit Leader to inform the EVC of any specific issues effecting future visits concerning the venue, the transport or the group.
- In the case of a residential or outdoor or adventurous activity, this will take the form of a formal meeting in the week following the trip.

RISK ASSESSMENTS

- Risk assessment and risk management are legal requirements. For educational visits they involve the careful examination of what could cause harm during the visit and whether enough precautions have been taken or whether more should be done. The aim is to make sure no one gets hurt or becomes ill.
- The programme of a visit, as set out in the risk assessment and the consent form, should not be deviated from.
- Risk Assessments must be completed for any trip or activity which takes place off site; they must be presented to the Principal at least a week before the intended trip. If any aspect of the risk assessment changes prior to, or during the visit, the Principal (or, in her absence, the Deputy) must be informed immediately. Some changes may lead to the cancellation of the visit.
- Risk assessment for educational visits can be usefully considered as having three levels:
- Generic activity risk assessments, which are likely to apply to an activity which takes place on a regular basis (i.e. weekly swimming lessons or visits to Forest School)
- Visit/site specific risk assessments which will differ from place to place and group to group. These are usually undertaken by the school for each venue and are amended as necessary for different groups. They should be prepared or agreed by someone trained and competent to assess risks, such as the EVC.
- Activities such as swimming, crossing roads and curricular partnerships with other schools are examples both Generic and Site Specific risk assessments where the same venue is used each week and, barring any changes to the nature of that venue, our prime concern on a weekly basis is the risk presented by the group of Students undertaking the visit.
- However for visits which are 'one offs' a specific risk assessment for the venue itself as well as for the Students is required. Examples of this would be visits to farms, galleries, museums, public parks, garden centres etc. as part of a specific curriculum module for a specific class group

- For both of these the EVC will direct the visit leader to the relevant sections of LEA/employer and national guidelines covering the type of visit.
- Ongoing risk assessments are those that take account of unplanned and unexpected changes, for example, illness of staff or Students, changes of weather, availability of preferred activity. The visit leader is responsible for making decisions on an on-going basis during the visit as to the appropriateness of continuing the visit in the light of prevailing conditions.
- Where it is considered unsafe to include a particular Student because there are serious doubts concerning their behaviour or it is felt that they represent a significant risk to themselves or others within the group (including staff), the Principal will make the final decision on whether the Student should access the trip and suitable alternatives that will meet the educational needs of the visit will be planned.

INSURANCE

When a trip is undertaken as part of the normal school curriculum, even though it is conducted off school premises, the insurance arrangements for the school will prevail. The visit leader must check the need for additional travel insurance depending upon the nature of the activity to be undertaken. When a tour operator is used the type and extent of the insurance cover being used should be ascertained. All Providers must hold £5 million Public Liability Insurance.

VOLUNTARY CONTRIBUTIONS

The basic principle underlying the charging provisions of the 1988 Act (ERA 1988) is that education provided by any maintained school for its registered Students should be free of charge if it takes place wholly or mainly during school hours. There is also the principle that an educational visit mainly outside the school day should be free of charge if it contributes to the delivery of the National Curriculum. Charges will be made for residential accommodation.

Visits that are non-educational should not take place during school time. Therefore, all visits during the school day should therefore be deemed to be educational. The educational value of every trip will be noted on the Risk Assessment form and shared with Students and accompanying adults.

Voluntary contributions can be requested for any educational visit that takes place during the school day; however a Student cannot be prevented from taking part in the visit on the basis of a family not making any or sufficient contribution. Costs can be calculated against transport, board and lodging, admission costs, costs of appropriate non-teaching staff, incidental costs of staff, materials and equipment and insurance costs.

VOLUNTARY HELP

The use of voluntary helpers should only be permitted by the Principal or EVC This permission will be based upon knowledge of the volunteers and their previous experience and training (on the job). The fact that help is voluntary does not negate the legal responsibility of those involved. The Visit Leader will be responsible for the conduct of all helpers, voluntary or otherwise on the trip. The Visit Leader will also ensure that all adults accompanying the trip are made aware of the risk assessment as well as relevant school policies with regard to behaviour, first aid, etc.

DBS checks should be carried out by the office on all volunteer helpers – hence much advance notice is needed and those intending to use voluntary help should liaise with the EVC as early as possible in the planning phase.

All volunteer helpers have the same responsibility to follow the instructions of the visit leader.

TRANSPORT

Parents should always be informed of the type of transport to be used and risk assessments carried out.

Hired transport – The school should ensure appropriate levels of supervisory staff are available to ensure the safety and welfare of all Students. The driver of the coach has no responsibility for the behaviour and conduct of the Students.

Uses of private cars – Parents are occasionally asked to transport their own child to a venue. If they are asked to take a friend of their child they will be asked to sign the consent form, as will the parent of the friend.