



# Educational Visits Policy

Policy reviewed by Academy Transformation Trust on	July 2017
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This policy links to:	Located:
<ul style="list-style-type: none"><li>• Health &amp; Safety Policy</li><li>• Safeguarding Policy</li><li>• Behaviour for Learning Policy</li><li>• Accessibility Plan</li></ul>	

Review Date – May 2018



## Our Mission

To provide the very best education for all pupils and the highest level of support for our staff to ensure every child leaves our academies with everything they need to reach their full potential.

We promise to do everything we can to give children the very best education that gives them the best opportunity to succeed in life. All of our academies have it in them to be outstanding and achieving this comes down to our commitment to our pupils, staff and academies.

## Our commitment

We are committed to taking positive action in the light of the Equality Act 2010 with regard to the needs of people with protected characteristics. These are age, disability, pregnancy and maternity, religion and belief, race, sex, sexual orientation, gender reassignment and marriage and civil partnership.



## Introduction

Academy transformation Trust believes that every young person should have the opportunity to experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances.

Educational visits are activities arranged by or on behalf of the academy, and which take place outside the academy grounds. ATT believes that off-site activities can supplement and enrich the curriculum of the academy by providing experiences which would otherwise be impossible. All off-site activities must serve an educational purpose, enhancing and enriching the learning experiences provided within each ATT academy to create lasting memories.

In this policy we seek to establish a clear and coherent structure for the planning and evaluation of our educational visits, and to ensure that any risks are managed and kept to a minimum, for the safety and health of all pupils at all times. Within these limits we seek to make our visits available to all pupils, and wherever possible to make them accessible to those with disabilities ensuring that all reasonable adjustments are made. The visits usually take place within the academy day but there are some educational visits which are residential and/or take place outside of the United Kingdom.

Our Educational Visits Leader is Mrs. J Fowler-Simpson

We use Suffolk Evolve for when planning all visits and journeys:

[https://evolve.edufocus.co.uk/evco10/evchome\\_public.asp?domain=suffolkvisits.org.uk](https://evolve.edufocus.co.uk/evco10/evchome_public.asp?domain=suffolkvisits.org.uk)

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## 1 Type of Visits

- 1.1 ATT academies have a strong commitment to the added value of learning outside of the classroom, some of which takes place beyond the statutory school day and beyond the academy premises. The ATT Board has approved the following types of activities being arranged in support of the educational aims of each academy within The Trust:
- Out of hours clubs (music, drama, art, science, sport, homework etc.)
  - School teams
  - Regular nearby visits (village halls, libraries, shops, parks and woodlands, places of worship, farms etc.)
  - Day visits
  - Residential visits
  - Overseas visits
  - Adventurous activities (which might be classed as higher risk but undertaken in controlled environments).

High risk activities, residential visits and overseas visits must be agreed with the Academy Transformation Trust prior to organising the detail to ensure the provision is safe and appropriate for the age of the pupils engaging in it.

## 2 Risk Assessments

- 2.1 ATT encourages academies to arrange a wide range of “out-of-school” activities, which can include visits to museums, trips to the countryside or taking part in challenging and adventurous activities, as it recognises the benefit of learning away from the academy. In support of this the HSE advises that “the courts have made clear that when health and safety law refers to ‘risks’, it is not contemplating risks that are trivial or fanciful. It is not its purpose to impose burdens on employees that are wholly unreasonable”.
- 2.2 Academies should ensure that they have arrangements in place to allow for the adequate planning and management of educational visits and that they seek approval of the ATT estates department and the designated SENCo to make suitable adjustments and provision for pupils with educational or special needs.
- 2.3 Academies should strike the right balance which means that:
- The academy and staff focus on real risks when planning trips
  - Those running trips understand their roles, are supported and are competent to lead or take part in them
  - The real risks are managed during the trip
  - Learning opportunities are experienced to the full
  - Any reasonable adjustments to meet the needs of pupils are identified in consultation with SENCo/parents when planning or assessing risk.
- 2.4 Striking the right balance does not mean that:

- Every aspect is set out in copious paperwork that acts as a security blanket for those organising the trip
- Detailed risk assessment and recording procedures aimed at higher-risk adventure activities are used when planning lower-risk academy trips
- Mistakes and accidents will not happen
- All risks must be eliminated
- Those with additional needs are discouraged from participating in educational visits.

2.5 Academies need to ensure that the precautions proposed are proportionate to the risks involved, and that their paperwork is easy to use. They should also take account of the assessments and procedures of any other organisations involved, and ensure that communications with others are clear.

2.6 The academy's arrangements for trips should ensure that:

- Risk assessment focuses attention on real risks – not risks that are trivial and fanciful – including the identification of reasonable adjustments required to meet the needs of pupils
- Proportionate systems are in place – so that trips presenting lower-risk activities are quick and easy to organise, and higher-risk activities (such as those involving climbing, caving or water-based activities) are properly planned and assessed
- Those planning the trips are properly supported – so that staff can readily check if they have taken sufficient precautions or whether they should do more
- Staff running academy trips should clearly communicate information about the planned activities to colleagues and pupils (and parents, where appropriate). This should explain what the precautions are and why they are necessary, to help ensure that everyone focuses on the important issues
- It is important that those running academy trips act responsibly by:
  - Putting sensible precautions in place, and making sure these work in practice
  - Knowing when and how to apply contingency plans where they are necessary
  - Heeding advice and warnings from others, for example, those with local knowledge or specialist expertise (especially in respect of higher-risk activities)
  - Liaising with SENCo/parents to ensure any additional needs are met and reasonable adjustment is made.

2.7 ATT does not need to monitor the arrangements for each academy trip, but the Trust will need to scrutinise the risk assessments for overseas visits, high risk activities and adventurous activities. Academies should arrange for copies of such risk assessments to be forwarded, electronically, or otherwise, to the ATT Estates Director. This procedure is not designed to prevent activities from taking place, but is an additional control measure put in place to attempt to identify any significant risks that may have been inadvertently overlooked.

Some risk will require further or individual assessment. If a pupil has special or educational need a further risk assessment will need to be completed to ensure the planned trip does not compromise their safety or put them at risk. Reasonable adjustment may also be required to ensure that educational visits remain accessible to all ATT pupils. Reasonable adjustment could simply be a case of adapting travel arrangements or allowing a family member to attend as additional support where a pupil requires this.

- 2.8 ATT provides risk assessment templates for assessing all risks including educational visits and any further investigation that may be required. The Academy Educational Visits coordinator and SENCo should be consulted as part of this process to ensure all factors and needs are considered throughout. Within Appendix 1 is an example Risk Assessment for an overseas trip including residential stay and ferry crossing.
- 2.9 Academies must use an appropriate tool when planning educational visits such as Evolve or similar. Further guidance can be provided via Academy Transformation Trust's ICT and School Improvement departments.

### **3 Staffing**

- 3.1 ATT recognises the key role that staff play in ensuring the highest standards of learning, challenge and safety on an educational visit. All group leaders must have the appropriate experience and where applicable, or if the activity is of a particularly high risk, an appropriate certification or appropriate expertise in attendance during the trip/activity.
- 3.2 Teachers and other staff are encouraged and supported to develop their abilities in organising and managing students' learning in a variety of environments through induction, apprenticeship and training. The selection of staff for educational visits will be a key priority in the initial approval of any proposed visit and must follow the individual academy procedures for this process.
- 3.3 On residential visits the gender of the staff responsible for supervision and pastoral care will reflect the gender of the pupils.
- 3.4 The staff to student ratios will not exceed those recommended by the DfE.
- 3.5 ATT does not support additional people accompanying educational visits who are not students at the school or part of the agreed staff complement; this includes family members accompanying visits if the academy is not satisfied that there is an educational benefit for the students. Equally parents of pupils cannot lead a group during an educational visit.
- 3.6 The appointed Visit Leader will be fully supported in the tasks required to arrange the visit. This will include, as necessary, making time or finances available to conduct an exploratory visit, briefing teachers and other staff, accessing training courses, reviewing and evaluating

the visit or identifying time when the leader and Education Visits Coordinator might work in partnership to undertake planning and risk assessments. Please note that any costs associated with exploratory visits must be included in the overall cost of the trip.

## **4 Approval procedure and consent**

- 4.1 ATT has delegated the consideration and approval of educational visits and other offsite activities within the parameters detailed in section 15 to the Principal and Senior Leadership Team within each academy. Any educational visits which fall outside of this must be put forward to ATT for consideration and approval.
- 4.2 Before a visit is advertised to pupils, parents/carers the appropriate level of approval must be obtained by the organiser of the visit.
- 4.3 Visits that include adventurous activities and/or a residential element will require approval by ATT.
- 4.4 Where external contractors are involved in organising all or part of the visit that contract will be made with the academy. All payments for the visit will be made through the academy's accounts.
- 4.5 For out of hours' clubs and sports teams, parents will be asked to sign a general letter of consent for participation in these activities when their child joins the academy. They will be given the timetable for the activities that pupils are involved in and will be informed via the normal academy channels if an activity has to be cancelled. For any visit lasting a day or more, parents will be asked to sign a "Consent Form", which consents to their child. This will include medical consent. The academy will provide a standard Consent Form which should be used for this purpose.

## **5 Pupils**

- 5.1 Each ATT academy has separate policies for Accessibility including an accessibility plan, Charging and Remissions and Equality policies which apply to all educational visits.
- 5.2 Each ATT academy has a clear code of conduct for educational visits which links with the associated Behaviour for Learning policy. This code of conduct will be part of the conditions of booking by the parents. Failure to adhere to the policy may lead to the potential of withdrawal of a pupil prior to and during the visit. Any costs associated with this will be borne by the parents.



## **6 Pupils with educational needs**

- 6.1 ATT is committed to ensuring that all our provision is accessible to each pupil within an ATT academy regardless of their needs.
- 6.2 ATT academies will not exclude pupils with special educational or medical needs from educational visits. Every effort will be made to support them whilst maintaining the safety of everyone on the visit. Special attention will be given to appropriate supervision ratios and additional safety measures may need to be addressed at the planning stage.
- 6.3 Additional risk assessments will be completed to identify any reasonable adjustment required to the planning arrangements to ensure educational visits remain accessible to all pupils.

## **7 Emergency procedures**

- 7.1 Each educational visit will be appropriately risk-assessed based on the nature, location and length as detailed within this policy. The emergency procedures in place will be appropriate to the activity planned. All high-risk activities must be reviewed by ATT during the planning stage.
- 7.2 Each ATT academy must have emergency procedures in place. These must be agreed and documented as part of the planning of each trip and should consider all risk as detailed within this policy. An example risk assessment is included within Appendix 1 and outlines points to consider.
- 7.3 Each residential venue or location for an educational visit must provide copies of their fire risk assessments, evacuation plans/procedures and appropriate insurance. Advice and guidance is available from ATT's estates department when planning trips.

## **8 Evaluation**

- 8.1 All visits will be evaluated by the organiser/Visit Leader of each ATT academy in conjunction with the Educational Visits Coordinator. A short evaluation report will be completed and a record of the visit's emergency procedures/health and safety information stored at the academy.
- 8.2 The Educational Visits Coordinator will ensure that any risk assessments for the visits or activities are evaluated and/or modified because of findings or feedback from the visit.

- 8.3 The appropriate Regional Finance Manager responsible for presenting a financial account for the visit which will be audited as part of the academy's procedures.

## Appendix 1

### Academy Transformation Trust

#### Educational Visits Risk Assessment

XXXX Academy Educational Visit

The following Risk Assessment has been undertaken ahead of XXXXXX Academy's Pupil visit to XXXXX. The trip is for XXX pupils XX year X boys and there will be two group leaders supervising the group in line with ATT's educational visits policy

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Exposure to weather.	Cold injury, heat injury, over-exposure to sun.	Pupils and staff.	<p>Consider possible weather conditions during football training, the tournaments and when in the park utilising the rides to ensure pupils bring appropriate clothing and equipment.</p> <p>Plan for pupils who may not bring suitable clothing – check before departure and/or bring spares.</p> <p>Plan for pupils with medical/SEN needs, ensure additional clothing is available in case of back up or after using water rides or activities.</p> <p>Daily weather forecast obtained and plans adjusted accordingly.</p>	Provide clear information about suitable clothing and equipment to pupils and parents.	Low
Pupil lost or separated from group, inadequate supervision.	Injury, death.	Pupils.	<ul style="list-style-type: none"> <li>• Ensure supervising staff competent and understand their roles.</li> <li>• Sufficient supervision in place for the size and nature of group</li> <li>• Plan and use suitable group control measures (buddy systems, large groups split in small groups each with named leaders, identification system).</li> <li>• Discuss itinerary and arrangements with pupils.</li> <li>• Briefing to all on what to do if separated from group.</li> <li>• Head counts by leaders particularly at arrival/departure points,</li> </ul>	Plan supervision before visit and brief staff and pupils.	Low

			and when separating and reforming groups.		
Illness or injury.	Illness, injury.	Pupils, staff.	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> aid cover accessible and appropriate</li> <li>• Leaders know how to call emergency services.</li> <li>• Pupils and parents are reminded to bring individual medication and this is securely kept.</li> <li>• First aid and travel sickness equipment carried.</li> <li>• Mobile phones carried if available.</li> <li>• Emergency contacts arranged</li> </ul>	Check first aid certificates current. Medication brought by pupils.	Low
Special needs of specific pupils – medical, behavioral, educational.	Illness, injury.	Pupils	<ul style="list-style-type: none"> <li>• Obtain information from parents</li> <li>• Take advice from SENCO if appropriate</li> <li>• Make necessary arrangements for individual pupils including individual risk assessment and additional staffing as necessary.</li> </ul>	Use appropriate academy parental consent form.	Low
Indirect/remote supervision (includes using Disneyland theme park rides, souvenir shopping)	Injury, death.	Pupils	<ul style="list-style-type: none"> <li>• Ensure location is suitable for this mode of supervision.</li> <li>• Ensure pupils sufficiently briefed and competent (any individual pupils for whom indirect supervision not suitable must be directly supervised).</li> <li>• Clear guidelines and emergency procedures set and understood.</li> <li>• Pupils remain in pairs or groups (buddy system – each responsible for named other).</li> <li>• Rendezvous points and times set.</li> <li>• Pupils know how to contact staff.</li> <li>• Staff understand they are still responsible.</li> <li>• Parents informed and consent given.</li> </ul>	Included in information to parents.	Medium
Leader's own children.	Injury or death.	Pupils, other children, staff.	<p>If staff (teachers or volunteers') families join group, pupil supervision must not be compromised and cannot perform the role of group leader</p> <ul style="list-style-type: none"> <li>• Staff children are similar age to group and supervised with pupils or separate supervision arranged.</li> </ul>	Consider before staffing agreeing the final arrangements of the trip	Medium

## Assessment of Travel Risk

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Traffic accident, coach.	Injury, death, separated from group.	Pupils, staff.	<ul style="list-style-type: none"> <li>• Coach from a reputable supplier.</li> <li>• Coaches have seat belts that staff ensure are used.</li> <li>• Coaches/Busses without seatbelts are avoided if possible and never used on high speed roads.</li> <li>• Sufficient supervision provided at all times</li> <li>• Suitable embarkation points used (for example, coach park, onto wide pavement).</li> <li>• Close supervision and head counts during any breaks in journey and getting on and off coach.</li> </ul>	Contact Travel Provider for copies of policies and Risk Assessments ahead of trip.	Low
Service station and other breaks in journey	Injury, death, left behind/ separated from group.	Pupils	<ul style="list-style-type: none"> <li>• Brief pupils on: <ul style="list-style-type: none"> <li>♦ purpose and timings of stop.</li> <li>♦ how and where to contact staff.</li> </ul> </li> <li>• Remain in pairs or threes (buddy system – each responsible for named other)</li> <li>• Remind about moving traffic (driving on right abroad).</li> <li>• Careful head count before departure.</li> </ul>		Low
Ferry crossing.	Injury, death, drowning, separated from group.	Pupils	<ul style="list-style-type: none"> <li>• Close supervision on vehicle deck.</li> <li>• ‘Rules’ established and pupils briefed, especially about open deck area.</li> <li>• Remain in pairs or threes (buddy system – each responsible for named other).</li> <li>• Meeting point agreed throughout crossing and on docking (numbered stairway to coach deck).</li> <li>• Careful head count before disembarkation.</li> <li>• Planned procedure for missing pupils – for example, member of staff to leave as foot passenger.</li> </ul>	Arrange procedures with staff and pupils before arrival at ferry.	Low
On foot.	Injury, death.	Pupils and staff.	<ul style="list-style-type: none"> <li>• Work on foot planned to avoid fast roads wherever possible.</li> </ul>	Planning	Medium

			<ul style="list-style-type: none"> <li>• Supervision on pavements, roads and especially crossing of any fast roads is pre-planned.</li> <li>• Pupils are briefed about hazards and behavior required.</li> </ul>		
Use of public transport: trains, trams, underground, bus, air travel.	Injury, death, separated from group.	Pupils and staff.	<ul style="list-style-type: none"> <li>• Journey is planned and assessed – key risk points identified</li> <li>• Careful supervision, particularly in crowded areas and entry, exit and change points with head counts.</li> <li>• Large groups divided into small groups each with leader(s).</li> <li>• Pupils know their group and leader(s).</li> <li>• Emergency plan in place – pupils briefed where they are going, what to do if separated from group.</li> </ul>	Planning	Low

## Assessment of residential Accommodation

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Fire	Death	Pupils, staff.	<ul style="list-style-type: none"> <li>• Briefing to all pupils about expected standards and code of behavior.</li> <li>• Identify requirements at time of booking and check during pre visit and on arrival.</li> <li>• Check that a fire risk assessment has been completed and meets the requirements of the Regulatory Reform (Fire Safety) Order 2005</li> <li>• Check that there are: <ul style="list-style-type: none"> <li>• automatic fire alarms on each floor and in public areas, which can be heard inside rooms.</li> <li>• fire extinguishers available on each floor and in public areas.</li> <li>• fire exits clearly marked.</li> <li>• more than one exit from upper floors of the building.</li> <li>• torches available if emergency lighting is not provided.</li> </ul> </li> <li>• A walk through fire practice takes place on arrival to include</li> </ul>	Pre-visit check and/or check of information/assurance from tour operator. Check on arrival. Take up any issues, such as locked fire doors, with management. Inform group about fire procedures on arrival.	Low

			<p>assembly point, lay-out of accommodation, key personnel and routines.</p> <ul style="list-style-type: none"> <li>• A group list is held by staff to ensure registration of whole party after an evacuation of the building.</li> <li>• Decide whether or not pupils doors should be locked from the inside (see intruder section)</li> <li>• A group list is held by staff to ensure registration of whole party after an evacuation of the building.</li> </ul> <p>Discuss with Hotel manager any shortcomings in provision e.g. locked fire doors</p>		
Attack or disturbance by intruder	Injury, death, abduction	All	<ul style="list-style-type: none"> <li>• Check that security arrangements have been assessed and reasonable steps taken to prevent unauthorised persons entering the accommodation</li> <li>• Ensure the hotel or similar accommodation is locked at night or that there is a night porter on duty.</li> <li>• Ensure that all windows and doors can be securely shut from the inside.</li> <li>• If windows lead onto balconies, ensure that staff or reliable pupils occupy these rooms.</li> <li>• If other guests share the accommodation seek sole occupancy of the floor if possible, and have designated staff rooms adjacent to pupils.</li> <li>• Decide whether or not pupils doors should be locked from the inside – consider the balance between ensuring pupils wake up if fire alarm sounds during the night.</li> <li>• Ensure pupils understand that they inform staff in the event of an emergency.</li> <li>• Check pupils at “lights out”.</li> <li>• Designate responsibilities and roles for individual members of staff including dormitory /floor groups.</li> </ul> <p>Carry out additional risk assessment if this is not possible</p>	<p>Pre-visit check and/or check of information/assurance from reputable tour operator.</p> <p>Briefing pupils regarding expected behavior and actions</p>	Low
Safeguarding	Injury, death, abduction, abuse	Pupils and staff.	<ul style="list-style-type: none"> <li>• School has exclusive use of sleeping accommodation.</li> <li>• Separate male and female sleeping accommodation</li> <li>• Staff accommodation adjacent and same floor as pupils.</li> </ul>	Pre-visit check and/or check of information/assurance from	Low

			<ul style="list-style-type: none"> <li>• Students can easily contact staff throughout night.</li> <li>• Students are checked into rooms at 'lights out'.</li> <li>• All adults are appropriately trained in safeguarding/child protection and standards regarding access to bedrooms/ changing areas etc. are agreed</li> <li>• Pupils know what to do if concerned</li> </ul>	reputable tour operator.	
Domestic hazards.	Injury, death.	Pupils and staff.	<ul style="list-style-type: none"> <li>• Accommodation has tourist board rating/other external validation of standards.</li> <li>• Visual inspection of balconies, stairways, electrical fittings, hazards in grounds or immediate surroundings.</li> <li>• On arrival, staff and pupils to report any faulty items found in rooms.</li> </ul>	Pre-visit check and/or check of information/ assurance from reputable tour operator. Check on arrival.	Low
Hygiene	Illness	Pupils and staff.	<ul style="list-style-type: none"> <li>• Tourist board rating/environmental health endorsement or similar.</li> <li>• Visual inspection of washing facilities, lighting, heating, ventilation, catering.</li> </ul>	Pre-visit check and/or check of information/ assurance from reputable tour operation.	Low
Night time tendencies.	Injury, death.	Pupils	<ul style="list-style-type: none"> <li>• Information gained from parents about pupils' illnesses, sleepwalking, etc.</li> <li>• Suitable supervision arranged to meet needs of pupils.</li> </ul>	Use recommended parental consent form.	Low
Additional needs.	Injury	Pupils and staff.	<ul style="list-style-type: none"> <li>• Accommodation meets any additional needs of anyone in the group.</li> </ul>	Pre-visit check as necessary. Refer to earlier risk managing additional needs	Low

### Additional Risk

HAZARD OBSERVED	RISK BEFORE CONTROL	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK
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	MEASURES				RATING