Educational Visits Policy

Hampton Gardens

Policy last reviewed:	**March 2024**
Next review due:	**March 2026**
Ratified by:	**Local Governing Body**

HAMPTON GARDENS: EDUCATIONAL VISITS POLICY

This policy has been adapted from the Peterborough LA model Academy Educational Visits Policy.

RATIONALE:

Educational visits provide a context for learning requiring young people to use their skills, knowledge and understanding in real, and often complex situations. This helps them to understand and remember what they are learning about.

Hampton Gardens provides a rich and varied programme of opportunities for pupils to learn outside the classroom - on the school site, the local area and further afield. The programme of visits is structured and progressive to directly support the curriculum by providing different contexts for learning and applying skills and knowledge, and beyond the curriculum into the whole school life supporting SMSC, Personal development and cultural capital, to develop young peoples' confidence, independence, responsibility and specific learning objectives.

We believe that student and staff involvement in residential and non-residential visits adds significant value to school life and supports our core values and ethos. First-hand experience adds breadth and depth to the curriculum and enhances social, moral, spiritual and cultural development.

We aim to:

- Provide a broad programme of visits
- Ensure access for all students including those with additional and learning needs
- Develop continuity and progression throughout a student's school experience
- Enable students to discover a sense of community, social responsibility, initiative, resourcefulness and self-reliance
- Enhance students' learning through the provision of first-hand experience
- Increase knowledge, understanding and appreciation of the local area and other areas which are different in nature, culture and environment from our own
- Facilitate development of skills in observation, recording and reporting
- Assist with social development of students by providing the opportunity to live and work with others in situations different from their normal environment and culture
- Meet the requirements of the National Curriculum and examination courses

This policy covers all offsite visits and some on site learning outside the classroom. This policy is managed by the Head Teacher and a Trained Educational Visit Coordinator.

Provision of Guidance for staff planning visits

Hampton Gardens has formally adopted the OEAP *National Guidance (NG)* as the source of guidance, www.oeapng.info.

It is a legal expectation that employees must work within the requirements their employer's guidance; therefore employees must follow the requirements of "National Guidance", set within the context of this policy.

There should be a range of trips and visits of varying complexity and distance from the school site. Skills developed during early excursions should be built on and extended

later. The variety of experience offered overall should be broad and balanced and within the context of the learning outcomes stated for each visit.

Trips and visits associated with examination course field-work should not be the only opportunities offered to students for off-site experience. Opportunities for residential experience should be made available to all students during their education at Hampton Gardens.

Parental/non-teaching adult involvement should be considered as valuable to the success of some trips and visits.

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.

The organisation of off-site trips and visits by staff is a voluntary activity.

Specific Arrangements

- Hampton Gardens has a service level agreement for specialist advice from the Outdoor Education Adviser.
- The school has an Educational Visit Coordinator who is trained and remains up to date.
- There is a clear process for planning and approval of visits:

    1. **Visits/activities within the 'School Learning Area' that are part of the normal curriculum and take place during the normal school day.** These follow the 'School Learning Area' Operating Procedure

    2. **Other non-residential visits within the UK that do not involve an adventurous activity.**
    Eg. Visits to museums, farms, theme parks, theatres, etc.
    These are submitted to the EVC (Educational Visits Co-ordinator and Finance Manager for approval. Once approval has been granted, the Trips and Visits Administrator
    (TVA) submits to the Head of School and SLT for approval. Once approved, the trip/visit is entered onto EVOLVE by the TVA to be reviewed and approved by the EVC then approved by the Head of School on EVOLVE.

    3. **Visits that are overseas, residential, or involve an adventurous activity.** The procedure follows point 2 set out above, but the Head of School then submits the visit to the LA at the point of entering the trip onto EVOLVE for approval.

- Oversight for this system rests with the Head Teacher, with SLT/governors receiving reports when appropriate and requested.

Insurance

Hampton Gardens has insurance policies in place to cover this area of work. Some specific activities may require further cover, which should be taken out with specialist providers and/or through the school travel company.

Managing Risks

Hampton Gardens has a legal duty to ensure that risks are managed - requiring them to be reduced to an "acceptable" or "tolerable" level. This requires that proportional (suitable

and sufficient) risk management systems are in place, requiring the school to provide such support, training and resources to its employees as is necessary to implement this policy.

The risk management of an activity should be informed by the benefits to be gained from participating. A "Risk-Benefit Assessment" approach is adopted. This appreciation of the benefits to be gained through participating provides objectivity to a decision that any residual risk (i.e. the risk remaining after control measures have been put in place) is "acceptable". As part of learning, young people are exposed to well-managed risks so that they learn how to manage risk for themselves.

Emergencies and Critical Incidents

School visits are assigned a named SLT link. In the event of an emergency the trip leader will contact their SLT link. In the event of a very serious/critical incident, the Head of School will be alerted and will link to the adviser service, to formulate an appropriate emergency action plan. The trust should be informed of critical incidents and will provide support, as appropriate. The Adviser service provides support and information, linked to the Visit Emergency Support Network, (VESN). An updated guide is available to schools to assist.

Full risk assessments are finalised at least two weeks before the start of all trips. This will be completed using the school's risk assessment template (attached in Educational Visits Procedures) and approved by the Educational Visits Co-ordinator (EVC). Risk assessments provided by the destination itself might also be used to support this process.

As part of the risk assessment process, we will check that any external organisations providing an activity have appropriate safety standards and liability insurance.

This includes checking that organisations hold the Learning Outside the Classroom (LOtC) Quality Badge. Where an organisation does not, we will check additional details as outlined in the DfE's guidance on health and safety on educational visits to make sure it is an appropriate organisation to use.

The risk assessment will include any specific medical issues and allergies (for staff and pupils), the role of additional support on the visit, specified activities to be carried out, as well as risks associated with transport to and from the destination.

Where practical, staff may make a preliminary visit to the trip destination as part of the planning and risk assessment process, but this is not mandatory.

Trip leads will raise any concerns or questions about potential risks and safety measures with the headteacher and, where appropriate, third party vendors.

Monitoring

As an employer the school ensures that there is sample monitoring of the visits and outdoor activities undertaken by the staff. Such monitoring should be in keeping with the recommendations of National Guidance.

Links to other Key Policies

This policy links to other academy policies and therefore these areas are acknowledged and not repeated. This policy should be read in conjunction with the Educational Visits Procedure document.

Staff

Staff Roles are defined on the NG website and staff taking on a specific role should read and understand the advice contained within defined documents associated with the role.

Roles include, visit leader, assistant leader, EVC, Head and Governing Body and voluntary helpers.
Staff are judged as competent to lead visits by the EVC. For specialist activities led by Academy staff the Outdoor Education adviser will provide this guidance and advice. The EVC will lead on this process but may involve other senior staff.

Vetting

Staff deployed onto visits are subject to the schools' safeguarding processes and arrangements. Volunteers are also included.

Effective Supervision

Hampton Gardens follows national guidance in that there are no specific and defined ratios for visits, but that the staff on the visit work to the principle of effective supervision at all times.

Working with outside providers

All visits must be thoroughly researched to establish the suitability of the venue and to check that facilities and third party provision will meet the school's expectations. Such information gathering is essential in assessing the requirements for effective supervision of young people. A provider must either supply an LOTCQB or an AALS License or complete the Provider form

Planning for Inclusion

Every effort should be made to ensure that outdoor learning activities and visits are available and accessible to all, irrespective of special educational or medical needs, ethnic origin, gender or religion. If a visit needs to cater for young people with special needs, every *reasonable* effort should be made to find a venue that is both suitable and accessible and that enables the whole group to participate fully and be actively involved.

Good Practices

All staff and helpers must be competent to carry out their defined roles and responsibilities. National Guidance sets a clear standard to which the visit leaders **must** work. The guidance states: 'leaders are accountable, confident and competent to lead visits'.

Transport

Careful consideration should be given to this area. This policy supports groups travelling by the most appropriate means which can include, walking, public transport – buses, trains and tube, taxi and private cars, coach and aircraft. The NG website contains details to assist in planning for transport.

It is School policy to ensure that all students are able to participate in the full range of off-site activities open to them, regardless of their socio-economic situation and ability to contribute financially to the cost of such activities.

Ensuring appropriate conduct

Hampton Gardens sets the highest standards for all members of staff and as such staff should always act in a professional manner when supervising students on a school trip. It is the responsibility of the Trip Leader to ensure that no member of the trip (pupil or staff) will participate in any activity that is likely to put any person in danger, or bring the School into disrepute, and this includes purchasing or consuming alcohol. Staff or students must not consume alcohol on educational visits and alcohol must never be purchased with school/academy trust funds.

Safeguarding

The school's 'Safeguarding Children and Child Protection Policy' covers educational visits. In the case of residential visits, there is always an SLT 24-hour emergency contact assigned. The SLT contact will either be trained to DSL level or will contact the school's DSL, if required.