



St. Anselm's College
Edmund Rice Academy Trust

Educational Visits Policy

Version 1.5

Mission Statement:

Our Catholic Community offers a learning environment for us to develop our God given talents and to recognize Christ amongst us. We respect the dignity of God's creation and, inspired by Gospel values, seek to serve one another.

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1. Introduction

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 us a supportive and effective learning environment. The benefits to students 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. Students 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 i.e. encouraging students 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.

This policy will help us conduct educational visits in a safe and well-structured manner, giving our students and staff the best experience possible.

Application

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

In addition to this Educational Visits Policy, we:

1. Adopt the Local Authority's (LA) document: (All staff have access to this via EVOLVE)
2. Adopts National Guidance www.oeapng.info, (as recommended by the LA);
3. Uses EVOLVE, the web-based planning, notification, approval, and monitoring and communication system for all off-site activities.

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

2. Clarification of roles

Visit leaders are responsible for the planning of their visits, and for entering these on EVOLVE. 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) 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 College documents, etc. The EVC's role is described in detail in 3.4j EVC role in National Guidance.

The Headteacher has delegated the responsibility for authorising all visits to the EVC and for submitting all overseas, residential or adventurous activity visits to the LA for approval, via EVOLVE. The EVC is responsible for ensuring the planning and risk management for this visit has been checked and approved according to the current Educational Visits policy. That the visit complies with the LA's current planning checklist for off-site activities. The visit leader and staff are competent to supervise the visit. The Risk management is fit for purpose. The EVC ensures that the Head Teacher is aware of all off site visits.

The Governing Body's role is that of a 'critical friend', see National Guidance 3.4f for additional information. 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.

3. Procedural requirements

As set out in the Local Authority Educational Visits Policy, visits can be categorised into three categories, these are:

Category A

These are activities that present no significant risks. They should be supervised by a teacher who has been assessed as competent by the LA or Educational Visit Co-ordinator, where appropriate, to lead the activity. Examples include walking in parks, field studies in environments presenting no technical hazards or low risk sports competitions.

Category B

These comprise some higher-risk or higher-profile activities. LA approval is required for this category of activity. Safe supervision requires that the Group Leader should as a minimum, have undergone familiarisation specific to the activity and / or the location. The Group Leader will have to be approved as suitably competent by the LA, and hold any necessary qualification/award. Examples include; walking in non-remote country, camping or cycling on roads.

Category C

This is the most demanding category. It includes all those activities that if not College-led, would be in the scope of the Adventure Activities Licensing Regulations 2004. LA approval is required for visits in this category. In the case of sports, where safe supervision requires the leader to complete some prior test of his/her specific competence, such testing might include a recognised course of training, the recorded accumulation of relevant experience or an assessment of competence by an appropriate body.

The Senior Leadership Team & designated Governors are to be notified of all Category A trips.

Parental Consent

Specific consent is gained for each trip. It is important that all students have given consent to the trip.

It is essential that parents are sent letters with information regarding the visit which must include details, time of visit and return, location, any specific requirements and to remind parents to ensure medical information is up to date (this list is not exhaustive).

Category B and C visits must have specific consent and up to date medical information from parents for children to participate.

Approval

For Category A visits the group leader should request permission to lead no later than **7 days** before the trip takes place. Information should be inputted onto EVOLVE within this time frame.

Section 7 *Risk management and risk benefit* determines whether a generic risk assessment is sufficient or if a visit specific risk assessment needs to be conducted.

For Category B/C visits, the group leader should request permission no later than **6 weeks** before the trips take place. Information should be inputted onto EVOLVE within this time frame. Visit specific risk assessments must be conducted for these visits.

Evaluation

All trips should be evaluated, no later than 4 weeks after return. This should be done on EVOLVE by the group leader.

4. Monitoring

The EVC has the responsibility of monitoring visits to ensure that;

- Visits and activities are carried out safely and effectively and in line with the Local Authority policy and procedures;
- Relevant policies and procedures are reviewed and updated to remain current and in line with good practice;
- Staff have easy access to the College policy;
- Staff have access to relevant training that supports the implementation of this policy. The College appoints, trains and revalidate EVCs in accordance with the LA policy. The College keep proper records.

5. Induction, training, apprenticeship, succession planning

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 EVC 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 students, the venue, and the activities to be undertaken;
- Any member of staff leading a residential or self-led adventurous activity must have attend visit leader training

6. Risk management and risk-benefit assessment

Risk Assessments

We understand that in order to deliver safe visits comprehensive risk assessments need to take place. Risk assessments must be completed and attached to the EVOLVE form.

Ratios

Activity and Visit Leaders must ensure that young people are supervised in accordance with the principles of "Effective Supervision", requiring them to take account of:

- The nature of the activity (including its duration);
- The location and environment in which the activity is to take place;
- The age and gender (including developmental age) of the young people to be supervised;
- The ability of the young people (including their behavioural, medical, emotional and educational needs);
- Staff competence;
- Distance

In order to determine the actual number of staff needed we will use the framework described through **SAGED**:

- **Staffing**: who is needed/available? The plan must work within the limits of available numbers, abilities and experience;
- **Activities to be undertaken**: what do you want the group to do and what is possible?
- **Group characteristics**: prior experience, abilities, behaviour and maturity, any specific or medical/dietary needs;
- **Environment**: indoors or out; a public space or restricted access; urban, rural or remote; quiet or crowded; within the establishment grounds, close to the establishment or at a distance; and the ease of communications between the group and base. Do not overlook environments to be passed through between venues. For residential visits consider the accommodation and surrounding area. For outdoor environments, consider remoteness, the impact of weather, water levels and ground conditions;
- **Distance**: how far is the activity away from school or home-base.

Ratios- always a minimum of two staff required

- Local Visits/Visits in the local area close to support at College/base (minimum of two supervisors required except under exceptional circumstances) Years 7-13 1:15 (one supervisor per activity or supervision group);
- Day Visits more than 60 miles or one hour from College/base (minimum of two supervisors required) Years 7-13 1:15 (one supervisor per activity or supervision group);
- Residential Visit, UK or abroad Years 7-13 1:10 (one supervisor per activity or supervision group, these do not include any centre residential staff);
- Open Country/Working by water or away from a road or building Years 7-13 1:15 (one supervisor per activity or supervision group)

7. Assessing venues and providers

In line with Local Authority we accept and acknowledge the LOfC quality badge. This ensures that the provider we are using has the correct risk assessments and insurance in place and are suitable to use. In all other cases we will ask providers to fill in a provider form which is available in the resources on EVOLVE.

8. Volunteers

In order for us to support our students on College visits we use a range of different volunteers. These volunteers must comply with our College safeguarding policy.

Responsibility will be delegated to them by the visit leader. They must be sufficiently competent and confident to carry out their responsibilities. The level of competence and the thoroughness of the engagement process depend upon the role that the volunteer is to take, and the degree to which they will be working independently or under supervision. Where they are working independently it should be to the same standard as would be expected of an employee or contractor taking on the role.

9. Emergency procedures and incident reporting

For all trips taking place outside of College time, two emergency contacts must be inputted on to EVOLVE.

Visit leaders and deputy leaders should have access to the emergency contact details, EVOLVE form, parents contact details and children's medical/behavioural details. They will also take the College Emergency Action Plan crib card with them in how to deal with an emergency.

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

The College has an emergency plan in place to deal with a critical incident during a visit (see College Emergency Management Plan). All staff on visits are familiar with this plan and it is tested at least biannually 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.

10. Behaviour

As a College we expect all children to behave to the standards described in our code of conduct.

Before any residential, parents are made aware of consequences of breaking the College code of conduct. This may include parents being asked to remove a child in prescribed circumstances.

11. Inclusion

We are a fully inclusive College and believe in the following principles:

- A presumption of entitlement to participate;
- Accessibility through direct or realistic adaptation or modification;
- Integration through participation with peers.

We follow the standards set out in National guidance 3.2e Inclusion.

12. Insurance

Department of Education Risk Protection Arrangement RPA (membership)

13. Finance

All charging and voluntary contributions requested for the visits are in line with National guidance 3.2c

14. Check list before you organise a trip

Trips and visits- procedures:

For a non-residential trip there is a minimum requirement of 7 days' notice. For a hazardous or residential there is a minimum requirement of 28 days' notice. This includes Ice skating, theme parks and field trips;

Read the trips and visits policy thoroughly if you are not already familiar with it;

Inform you Subject Leader of the trip proposal;

Inform EVC of your trip proposal via e mail;

Apply for date of absence. This includes the additional staff needed for the trip;

Complete the form on Evolve. This will require the following:-

- Trip type and purpose (hazardous/residential/non-residential)
- Destination
- Travel arrangements and contact details
- Risk assessments- Form 2 in the resources section of Evolve
- First aid provision
- Letter to parents including any medical and additional needs
- Staff members with correct ratio (see below)
- Emergency contacts
- All students you are planning to take
- Insurance- if it is a residential through a company seek advice through the provider. If it is hazardous check with EVC
- Once you have submitted the form you must wait for approval. The EVC and Head teacher will quality assure the visit. You will receive an e mail to log on and see the status of your trip.
- Once you have received approval you are good to go.

Hazardous Activities

The activities listed below require LA approval.

Please complete Form 1 and Form 2 and send to the Outdoor Education Officer at the LEA at least 28 days in advance. (both forms are in resources under guidance on Evolve)

This list is not exhaustive; if in doubt seek advice from the LA Outdoor Education Officer.

- airborne activities
- archery
- open country activities and field studies
- camping
- orienteering
- canal boating
- paintballing
- canoeing
- rafting
- caving/potholing
- rowing and sculling
- climbing
- sailing and power boating
- expeditioning
- sea-level traversing and coasteering
- farm visits
- fishing
- shooting
- horse riding/pony trekking
- snow sport activities
- ice skating
- sub-aqua/snorkelling
- kite flying/kite surfing
- surfing
- low and high ropes courses
- swimming in open water
- moorland, fell and mountain activities
- theme park visits
- motor skills
- off road cycling/journeying
- water skiing

First Aid

First Aid provision will be considered when assessing the risks of the visit. For adventurous activities, visits which involve overnight stays, or visits abroad one trained first-aider will accompany the group. All adults in the group will be advised how to contact emergency services and procedures for liaising with school should an emergency occur.

The minimum first-aid provision is:

- A suitably stocked first-aid box to be taken.
- A named person will be appointed to be in charge of first-aid arrangements.
- An emergency contact protocol sheet will be with the Visit Leader

When signing consent to the educational visit, the Headmaster or Deputy Headteacher will assess if the level of first-aid is adequate.

Preparing Students

Wherever possible, students will be involved in planning, implementing and evaluating their own curricular work and have opportunities to take different roles within an activity. This may include considering health and safety issues.

Students must understand key safety information. This includes:

- The aims and objectives of the visit/activity;
- Background information about the place to be visited;
- How to avoid specific dangers and why they should follow rules;
- Why safety precautions are in place;
- Why special safety precautions are in place for anyone with disabilities;
- What standard of behaviour is expected from students;
- Who is responsible for the group;
- What to do if approached by a stranger;
- What to do if separated from the group;
- Emergency procedures;
- Rendezvous procedures.

Transport

All students should be made aware of basic safety rules including:

Arrive on time and to wait in a safe place;

- When crossing roads to get to the transport do so safely and listen to the adult's instructions;
- Not to rush towards the transport when it arrives;
- Seatbelts must be worn and students must stay seated while travelling on transport;
- If students feel unwell while travelling they must tell a teacher or the person who is otherwise responsible for the group;
- Make sure their bags do not block aisles on the transport;
- They should never attempt to get on or off the transport whilst in transit;
- They must not throw things out of the transport vehicle's windows;
- Only exit the vehicle when directed by an adult (unless in the case of an emergency where adult direction cannot be made);
- Never try to pass someone on steps or stairs;
- Never distract or disturb the driver;
- Stay clear of automatic doors/manual doors after boarding or leaving the transport;
- After leaving the vehicle, always wait for it to move off before crossing the road;

Students with special educational and medical needs

The Headmaster will make every effort not to exclude students with special educational or medical needs from school visits. Every effort will be made to accommodate them whilst maintaining the safety of everyone on the visit. Special attention will be given to appropriate supervision ratios and additional safety measures will be addressed at the planning stage.

Communicating with Parents/Guardians

Parents need to be aware that the teachers on the visit will be acting in their place – ‘in loco parentis’ – and will be exercising the same care that a prudent parent would. The following information on matters that might affect pupil’s health and safety will be included in a letter to parents/guardians prior to each visit:

- Dates of the visit;
- Times of departure and return;
- Mode(s) of travel including the name of any travel company;
- Details of accommodation with security and supervisory arrangements on site;
- Names of leader, or other staff and of other accompanying adults;
- Visit’s objectives;
- Details of the activities planned and of how the assessed risks will be managed;
- Insurance taken out for the group as a whole in respect of luggage, accident, cancellation and medical cover. Any cover to be arranged by the parents, if appropriate, will be requested;
- Clothing and equipment to be taken;
- Money to be taken;
- The information to be supplied by parents and details of what they will be asked to consent to.

Whilst residential visits have been referred to in this document they require further procedures to be in place.

Please refer to the College’s Safeguarding Policy also in conjunction with this policy.

Important Information Websites:

<https://evolve.edufocus.co.uk/>

Wirral LA Evolve – Resources and Risk Assessments

<https://oeapng.info/>

National guidance for the management of outdoor learning, off-site visits and learning outside the classroom

<http://lotcqualitybadge.org.uk/>

Learning Outside the Classroom Quality Badge