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# EDUCATIONAL VISITS POLICY

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**RÆDWALD**  
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RATIFIED BY THE TRUST BOARD IN:  
OCTOBER 2018

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**NEXT REVIEW DATE: SEPTEMBER 2019**

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## EDUCATIONAL VISITS POLICY

<b>Person responsible for this policy:</b>	Angela Ransby
<b>Policy author:</b>	Angela Ransby
<b>Date to Trust Board:</b>	12 <sup>th</sup> October 2018
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<b>Policy displayed on website:</b>	Yes

<b>CEO Signature:</b>	Angela Ransby
<b>Trust Board Signature:</b>	Roger Fern

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## 1.Context

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 Raedwald Trust Academies supportive and effective learning environments. The benefits to pupils 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. Pupils 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. ie. encouraging pupils 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.*

## 2. Application

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

In addition to this Educational Visits Policy, the Raedwald Trust Academies:

1. Adopt the Local Authority's (LA) document: 'Guidance for Educational Visits and Related Activities
2. Adopts National Guidance [www.oeapng.info](http://www.oeapng.info), (as recommended by the LA).
3. Use site specific procedures for approval and monitoring of all off site visits

All Raedwald Trust staff are required to plan and execute visits in line with this document, Local Authority and National Guidelines. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

## 3. Types of visit

There are three types of visit:

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1. Routine local visits in an academy's learning locality
  2. Day visits within the UK that do not involve an adventurous activity.
  3. Visits that are either overseas, residential, and/or involve an adventurous activity.

#### **4. Roles and responsibilities**

Visit leaders are responsible for the planning of their visits, and for following published site specific procedures. They should obtain outline permission for a visit from the Head Teacher 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 Raeddwald Trust Head Teacher's Executive Group, External Provision Lead and Pedagogical Lead will support and challenge colleagues over visits and learning outside the classroom (LOtC) activities. The Head of School is the first point of contact for advice on visit related matters, and will check that all plans comply with Education Visits national guidance

The Head Teacher has responsibility for authorising all visits, and for agreeing all overseas, residential or adventurous activity visits. The Head Teacher is responsible for confirming that all visits comply with national guidance for Educational Visits

The Local Governing Body's (LGB) role is that of a 'critical friend'. Each term the LGB will give consideration to planned Educational Visits to ratify the approval of Type 1 visits and provide approval for Type 2 visits.

The CEO is responsible for the final approval of all visits that are either overseas, residential, and/or involve an adventurous activity.

#### **5. Staff Competence**

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 Head Teacher 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 pupils, the venue, and the activities to be undertaken.

#### **6. Approval**

The approval process is as follows for each type of visit:

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1. Local visits follow the academy's learning locality policy (Appendix 1).
  2. Day visits within the UK that do not involve an adventurous activity. These must be submitted to the Head of School for checking at least 7 days in advance, and then forwarded to the Head Teacher for approval.
  3. Visits that are overseas, residential, and/or involve an adventurous activity (see LA guidance for definition of 'adventurous') are then submitted by the Head Teacher for CEO approval

## **7. Emergency procedures**

Raedwald Trust academies have a clear code of conduct for education visits based on the school 'Behaviour Policy'. This code of conduct will be part of the condition of booking by the parents. Pupils, whose behaviour is such that the Visit Leader is concerned for their safety, or for that of others, can be withdrawn from the activity. The Visit Leader will consider whether such pupils should be sent home early and parents will be expected to cover any costs of the journey home early.

A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the visit leadership team. Each Raedwald Trust Academy has an emergency plan in place to deal with a critical incident during a visit (see Appendix 2). All staff on visits are familiar with this plan and it is tested at least bi-annually and following any major staffing changes.

## **8. Educational Visits Checklist**

The Raedwald Trust's Educational Visits Checklist forms part of the risk management process for visits and off-site activities. This has been adapted from Suffolk LA's generic checklist. A visit should only go ahead if the answer to all relevant questions is 'YES'. (see Appendix 3)

## **9. Parental / Carer Consent**

Raedwald Trust Academies obtain blanket consent during induction for activities that fall within the 'academy's learning locality' and are part of the planned curriculum offer. Parent/carers written consent is sought and retained during the time the pupils is at the Raedwald Trust Academy

Specific, (i.e. one-off), written parental consent will be obtained for all other visits. For these visits, sufficient information will be made available to parents so that consent is given on a 'fully informed' basis. .

## **10. Inclusion**

We endorse the following principles for young people:

- a presumption of entitlement to participate.
- accessibility through direct or realistic adaption or modification.
- integration through participation with peers.

We acknowledge that it is unlawful to:

- treat a young person with a protected characteristic less favourably.
- fail to take reasonable steps to ensure that young people with protected characteristics are not placed at a substantial disadvantage without justification.

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We also acknowledge that expectations of staff must be reasonable, so that what is required of them (to include a young person) is within their competence and is reasonable.

## **11. Charging / funding for visits**

A Raedwald Trust Academy may invite, but not require, parents to make voluntary donations for activities in order to enhance what is otherwise provided. There is no obligation to donate and pupils will not be treated any differently according to whether or not their parents have made a contribution.

The level of donation will be calculated for each activity and may include, for example, an element to cover the participation by young people from low-income families or the cost of travel for accompanying teachers. Some activities may not take place if parents are reluctant to support it

A Raedwald Trust Academy will comply with the law in relation to charges that may be made for the cost of activities provided outside school hours, within school hours and for board and lodging on residential courses.

## **12. Transport**

Expectations of behaviour with pupils should be established with all groups before departure on journeys with school. Appendix 4 – Safe Behaviour Guidance will be displayed in each vehicle and used during PSHE lessons on Personal Safety.

Coaches When travelling by coach all passengers must wear the seatbelts provided. For personal safety reasons no passenger should get out of their seat without good reason while the coach is travelling. Food and Drink must not be consumed on the coach.

Responsibilities of the group leader:

- Check that all passengers are wearing their seatbelts before departure.
- Pupils are seated in accord with their individual needs.
- Adults are seated to ensure adequate continuous supervision of pupils throughout the vehicle.
- The presence of all pupils and staff prior to departure.
- That a first aid kit and facilities for dealing with vomit are included on the journey.

### Raedwald Trust Vehicles

The Raedwald Trust has a number of vehicles. Staff holding a clean driving license for at least 2 years are able to drive these to transport students. Pupil's behaviour should comply with the Safe Behaviour Guidance.

### Use of staff cars to transport pupils

At Raedwald Trust Academies children sometimes travel in staff cars. This may be to collect them in the case of a behavioural difficulty or to and from a local activity where small numbers make it uneconomical to use an alternative or where it is a matter of safeguarding a child.

The following is in compliance with legislation when transporting pupils in cars.

	Front Seat	Rear Seat	Who is Responsible
<b>Child over 3 up to 135cm in height or 12th birthday whichever they reach first</b>	Correct child restraint must be used	Correct child restraint must be used or rear belt if child is travelling a short distance in an unexpected necessity or if 2 child restraints are fitted preventing the fitting of a third.	Driver
<b>Child 12 or over or 135cm in height</b>	Seat belt must be worn	Seat belt must be worn	Driver
<b>Adults</b>	Seat belt must be worn	Seat belt must be worn	Passenger
<b>Driver</b>	Seat belts must be worn		Driver

All children must have access to and wear a seatbelt. All children below 135cm must use a booster seat, Office which complies with UN ECE 44.03 standards. These are suitable for children over 6 years and should be fitted according to instructions and returned after use.

Car owners should check that their insurance covers them for transporting children on school journeys. Drivers should be aware that some insurance companies would see the transport of children as business mileage and should check that they are covered.

Children should not routinely travel alone with an adult. It is sometimes necessary to do this in an unexpected event the driver should carry out a mental risk assessment based on the child's current physical, social and emotional needs. In order to safeguard the child and themselves, the child must always travel in the rear of the vehicle.

### **13. Insurance**

All educational visits are covered under the RPA insurance policy.

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## APPENDIX 1: ACADEMY LEARNING LOCALITY

### Boundaries

The boundaries of the locality are within the town and neighbouring villages. This area includes the following frequently used venues:

- Alton Water
- Local supermarkets, retail outlets, museums, galleries, sports centres or health centres
- Felixstowe
- Another Raedwald Trust Academy or site
- Positive Futures
- Other Education Establishments
- Local parks
- Town centre
- Town centre/nearby shops/cafes
- Nacton shores
- Rendelsham forest

We use this extended area on a regular basis for a variety of learning activities, and approved staff are allowed to operate in this area without completing detailed education visit approval process, provided they follow the below Operating Procedure.

### Operating Procedure for Academy Learning Locality

The following are potentially significant issues/hazards within our extended locality:

- Road traffic
- Other people / members of the public / animals
- Losing a pupil
- Uneven surfaces and slips, trips, and falls
- Weather conditions
- Activity specific issues when doing environmental fieldwork (nettles, brambles, rubbish, etc)
- Hazardous waste which could include: animal excrement, drug paraphernalia etc
- Proximity of water

These are managed by the combination of the following:

- The Head Teacher must give verbal approval before a group leaves.
- Only staff judged competent to supervise groups in this environment is approved. A current list of approved staff is maintained by Head of School
- The concept and operating Procedure of the 'academy learning locality' is explained to all new parents and carers during the induction process.
- There will be a minimum of two adults attending any visit in the locality. *The number of adults attending will be determined by the number of pupils and the nature of the trip.*
- Staff are familiar with the area, including any 'no go areas', and have practiced appropriate risk management techniques. • Where appropriate, pupils are fully briefed on what to do if they become separated from the group.
- The use of remotely supervision activity in the extended learning locality does not take place.
- Pupils' clothing and footwear is checked for appropriateness prior to leaving school.



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- Staff are aware of any relevant pupil medical information and ensure that any required medication is available.
  - Staff will deposit in the office a list of all pupils and staff, a proposed route, and an estimated time of return.
  - Staff will have mobile contact at all times and ensure the nominated responder is aware of when they leave the site and accurate contact information has been given.

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## **APPENDIX 2: EMERGENCY PROCEUDRE**

The academy's emergency response to an incident is based on the following key factors:

1. There is always a nominated emergency base contact for any visit (during school hours this is the main office)
2. This nominated base contact will either be an experienced member of the senior management team, or will be able to contact an experienced senior manager at all times.
3. For activities that take place during normal school hours, the visit leadership team will be aware of any relevant medical information for all participants, including staff.
4. For activities that take place outside normal school hours, the visit leadership team and the emergency contact/s will be aware of any relevant medical information and emergency contact information for all participants, including staff.
5. The visit leader/s and the base contact/s know how to request support in the event that an incident overwhelms the academy's emergency response systems by activating the full Raedwald Trust Emergency Plan
6. For visits that take place outside the 'extended learning locality', the visit leader will carry either: a) The RT Emergency Action Card or b) An OEAP National Guidance Emergency action card (Available via [www.oeap.info](http://www.oeap.info))
7. This Emergency Procedure is tested through both desk top exercises and periodic scenario calls from visit leaders.

### APPENDIX 3: VISIT LEADER CHECKLIST

All educational Visits (Type 1, 2 or 3) require the leader to submit the following checklist to the Head Teacher / Head of School. A visit can only go ahead if the leader is able to answer 'yes' to all statements

Title of Visit:	
Date of Visit Approval	
Visit Approved by:	
Statement	Staff Yes/No
I have met all requirements of my employer's and my establishment's policies relevant to the visit.	
I am confident to lead the visit and have the specific competence to do so, and have been judged so by my head / manager in line with my employer's requirements.	
I have planned and prepared for the visit, involving staff and young people in the planning and risk management process to ensure wider understanding.	
I have kept my Head of School or Head Teacher informed at each stage of the planning process.	
I have undertaken a preliminary visit if appropriate or required by establishment policy.	
I have defined the roles and responsibilities of other staff (and young people) to ensure effective supervision, and have appointed a deputy.	
I have shared details of the emergency contacts and emergency arrangements with key staff.	
I have obtained parental consent forms (where required), medical details and contact details and these have been copied and shared with relevant staff and providers.	
I have checked whether insurance arrangements are adequate.	
Child protection issues are addressed, including DBS checks and processes where appropriate.	
I have disseminated relevant information to supporting staff.	
There is access to first aid at an appropriate level.	
Relevant information has been provided to parents and young people, and pre-visit information meetings have been arranged where appropriate.	
All aspects of the visit (both during and after the event) are evaluate	
Staff and other supervisors have been appropriately briefed on – <ul style="list-style-type: none"> <li>• the written, site based, risk assessment</li> <li>• the nature of the group, including age, health characteristics, capabilities, special educational needs, likely behaviour and any other information relevant to the planned activities through individual level risk assessments</li> <li>• the nature and location of the visit.</li> </ul>	
The visit is effectively supervised - staffing ratios meet requirements of good practice.	
Name of Visit Leader	
Signature of Visit Leader	
Date of Visit	
Head Teacher/Head of School are required to retain this checklist for 12 months	

