Edukos Trust

Exceptional. Together.

Policy for Visits

Friendly. Growth. Trust.

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Policy Statement

At Edukos Trust our ambition is to be: **EXCEPTIONAL. TOGETHER.** By working with each other, **#together** we create a unique organisation with high expectations for our children and people that make us **#exceptional**. We lead with our values of:

- **Friendly**
- **Growth**
- **Trust**

Related Documents

- Guidance for the Management and Leadership of Offsite Visits – ERYC
- Health and Safety Policy
- Charging and Remissions policy
- Safeguarding and Child Protection
- Special Educational Needs and Inclusions

References

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Purpose

The purpose of this policy is to ensure that our schools offer children a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental, and physical development, and prepares them for adult life. As a Trust, we recognise the value and importance of learning outside the classroom and encourage staff to organise educational visits that enrich the curriculum and enhance the learning and development of our children.

Scope

This policy applies to all those who arrange offsite visits and activities (apart from work experience or college placements which are dealt with separately) that are organised and undertaken by our schools. These are regarded as "educational visits". Whenever children leave the school site under the direct or indirect supervision of school staff, they are undertaking an educational visit.

Responsibilities

The **Trust Board and the CEO** are responsible for monitoring the effectiveness of this policy, ensuring that a consistent approach to Policy for Visits v1.docx is applied across the Trust.

The **Head Teachers** are responsible for:

- **Overall Responsibility:** Has the ultimate responsibility for all educational visits.
- **Approval:** Approves all categories of visits, including high-risk and residential/overseas visits.
- **Training:** Ensures they receive training from the LA regarding their responsibilities.
- **Monitoring:** Accompanies at least one visit per year to monitor practice and review policies.
- **Emergency Procedures:** Ensures emergency procedures are in place and staff are briefed.

The **Educational Visits Coordinators (EVC)** are responsible for:

- **Planning and Organisation:** Oversees the planning and organisation of visits.
- **Advice and Guidance:** Provides advice and guidance to staff and the Head teacher.

- **Approval Recommendations:** Recommends approval of visits.
- **Training:** Completes initial training in their first term and refresher training every three years. Ensure that others also receive their training and provide updates as necessary.
- **Support:** Supported by the school admin team for tasks like sending parent letters and collecting consents.

The **Governing Board representatives** (Safeguarding Governor) are responsible for:

- **Oversight:** Oversees educational visits and assists with the approval of residential, overseas, and high-risk visits.

The **LA Educational Visits Officer** (Miss Clare Johnson) is responsible for:

- **Support and Guidance:** Provides support and guidance to schools regarding educational visits.
- **Approval:** Approves high-risk and residential/overseas visits.

The **Visit Organiser/Overall Group Leader** is responsible for:

- **Competence:** Must be assessed and approved as suitable and competent by the head teacher.
- **Planning:** Undertakes risk assessments and ensures all visit details are recorded and approved.
- **Emergency Procedures:** Ensures emergency procedures are in place and all staff are briefed.
- **Post-Visit Review:** Reviews the visit with the EVC and head teacher, recording any incidents or lessons learned.
- **Evolve online:** Input their own information and assurances on Evolve. They are required to have their own Evolve username and password (which can be obtained from the EVC).

The **Deputy Leaders** are responsible for:

- **Support Role:** Deputises for the Overall Group Leader if necessary.
- **Competence:** Must be assessed and approved as suitable and competent.
- **Supervision:** Ensures effective supervision and safety of children during visits.

The **Staff and Volunteers** are responsible for:

- **Training:** Receives appropriate training for their roles in educational visits.
- **Supervision:** Ensures the safety and welfare of children during visits.
- **Emergency Procedures:** Familiar with emergency procedures and their roles in an emergency.

Parents/Guardians are responsible for:

- **Consent:** Providing written consent for their children to participate in visits.
- **Information:** Informed about visit details, including safety arrangements and any special requirements.

Children are responsible for:

- **Behaviour:** Expected to follow safety guidelines and behave appropriately during visits.
- **Preparation:** Briefed on safety arrangements, required clothing/equipment, and emergency procedures.

Equality and Diversity

Edukos Trust is committed to:

- Promoting equality and diversity in its policies, procedures and guidelines;

- Ensuring staff are protected from unlawful direct or indirect discrimination resulting from a protected characteristic (e.g. age, disability, gender reassignment, being marriage or in a civil partnership, being pregnant or on maternity leave, race including colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation).
- Delivering high quality teaching and services that meet the diverse needs of its children and its workforce, ensuring that no individual or group is disadvantaged

Categories

Category 1 – day visits (routine)

1. Local visits that take place frequently or regularly throughout the year, or over a specific period (i.e. a series of six weekly visits) e.g. visits to local library/swim pool/away sports matches.

Category 2 – day visits (non-routine)

2. One-off or occasional visits e.g. day visit to York Minster/Scarborough Sea Life Centre.

Category 3 – UK residential visits

3. Visits that involve one or more nights away from home in UK.

Category 4 – overseas visits

4. Residential or day visits to any place outside England/Scotland/Wales.
5. If any of the above 4 types of visits involve what may be regarded as "High risk activities or environments" they MUST be given an additional subcategory "A" classification.

Subcategory "A" – high risk activities and environments

6. All day visits, residential or overseas visits that involve hazards that are significantly different or more serious (in terms of severity and/or likelihood) than might normally be encountered in everyday or school life:

1A	2A	3A	4A
e.g. a weekly climbing day visit	e.g. a day visit to dry ski slope	e.g. a residential stay at outdoor centre	e.g. an overseas trekking expedition

Training

7. The LA provides a range of training opportunities for staff involved in the management, organisation, and leadership of educational visits. A record of all training provided is maintained.
8. The school ensures the following training opportunities regarding educational visits are made available. Where this differs, an outline is provided in the LSP:
    - Training for head teachers when they begin their role;
    - Training for EVC in their first term and every three years thereafter;
    - Training for Visit Organisers and Group Leaders when they are new to the school;
    - Training for ECTs and new staff when they begin their role at the school;
    - Training for TAs/others every two years in house;
    - Training at staff meetings when staff are new/every two years.

Risk Management

9. We have a legal duty of care for our children and must therefore consider the hazards involved during an educational visit and ensure that risks are managed at reasonable and acceptable levels. Every visit must therefore be subject to a suitable and sufficient risk assessment that identifies all significant hazards.
10. The Visit Organiser should undertake an appropriate risk assessment for each visit, and this should be shared/discussed/agreed by all visit leaders (including new leaders and volunteers) before the visit takes place. Appropriate written evidence of this process should be provided.

11. The process of risk assessment should be a positive means of raising awareness of hazards and prompting constructive discussion regarding the best means of risk management – it should therefore be of real practical value to the leaders and group members, not just a paper exercise.
12. A set of written generic risk assessment templates are available in the resources section of Evolve Online.
13. Visit organisers should select, the generic risk assessment template appropriate to the category of the visit they are leading (this should be just **one template**, unless you are going overseas). Visit organisers should complete the required sections of the template, paying particular attention to the bottom section of the template regarding identifying any significant hazards specific to the visit, that are **not** already covered in the generic sections of the template (e.g. where you are going, activities you will be doing and members of the group).
14. Visit organisers should consider the control measures that need to be put in place to reduce the risk of the places/activities/individuals that they are running (not activities being run by a provider) to an acceptable level.
15. The Outdoor Education Advisers' Panel – National Guidance has advice and guidance on specific types of visit, activity and hazards that can assist in completing the template: https://oeapng.info/downloads/specialist-activities-and-visits/
16. The Amended Risk Assessment Template then needs signing by the member of staff who completed it, this can be done as an e-signature at the bottom of the form. The Risk Assessment needs to be **shared** with the other leaders on the visit.
17. Completed assessments may be spot checked/approved by the school EVC.
18. As part of the risk management process, post-visit reviews must be undertaken to allow for examples of good practice to be shared whilst also providing an opportunity for lessons learned.

Insurance and Finance

Insurance

19. Edukos Trust use the DfE backed RPA scheme which provides insurance for all aspects of our schools' work.
20. The Visit Organiser should also check that any external service providers have sufficient public liability cover (normally at least £5 million).

Finance

21. The Visit Organiser and school EVC should ensure that:
    - each visit is accurately costed and budgeted for;
    - adequate allowances are made for additional unforeseen costs and changes in circumstances;
    - financial plans – especially for more complex and committing visits – are checked over and agreed first by the head teacher before financial commitments are made;
    - for visits that involve substantial commitment financially (e.g. overseas expeditions), no firm bookings or financial commitments are made until the visit has been agreed and received "Outline Approval" by the relevant authorities;
    - the costs of the visit are made clear to all concerned (including parents), including how much will come from school funds, and how much each parent will be charged or asked to contribute;
22. For charging arrangements, please refer to the Trust's policy for Charging and Remissions.

Safeguarding and Inclusion

23. Edukos Trust is committed to ensuring that all educational visits are planned and conducted with the highest regard for the safety, welfare, and inclusion of all children. Safeguarding is a core responsibility of all staff involved in educational visits, and inclusive practice is essential to ensure equal access to enriching experiences beyond the classroom.

Safeguarding Responsibilities

24. All adults involved in visits must be assessed as suitable to work with children and must have undergone appropriate safeguarding and child protection checks in line with the Trust's Safeguarding Policy.
25. Concerns about the conduct of any adult during a visit must be reported immediately to the head teacher or the Designated Safeguarding Lead (DSL).
26. At least one adult on every visit must hold a current and appropriate first aid qualification. The level of training should be proportionate to the nature of the visit and the needs of the group.
27. Emergency procedures must be clearly communicated to all staff and children prior to departure, and staff must have access to emergency contact details for all children and school leaders.
28. All staff should be made aware of the conduct and behaviour expected of them during the visit, particularly regarding issues such as smoking and alcohol use.

Inclusion Principles

29. All children, regardless of special educational needs, medical conditions, disability, gender, ethnicity, or background, must be given the opportunity to participate in educational visits.
30. Reasonable adjustments must be made to ensure accessibility, including transport arrangements, accommodation, and activity planning.
31. Visit organisers must consult with the SENDCO and relevant staff to ensure that individual needs are identified and planned for in advance.
32. Where necessary, additional adult support should be provided to ensure the safety and inclusion of children with higher levels of need.
33. Decisions to exclude a child from a visit must be based on a clear risk assessment and should be made in consultation with the head teacher, SENDCO, and parents/carers.

Emergency procedures

34. It is important that all staff (including volunteers) involved in the leadership of a visit are fully briefed about each visit.
35. Staff should be aware of their expected roles and responsibilities before, during and after a visit.
36. Group leaders should be aware of emergency procedures and how to obtain outside assistance or contact the emergency services if required. Part of the planning for emergencies must involve the recording of one or more Emergency Home Contact(s) who should be available at any time during the visit.
37. The Visit Organiser must ensure that group leaders have immediate access to the emergency contact details of the school leaders and the parents of those on the visit.
38. A properly equipped first aid kit will always be available to staff during school visits and must be checked and taken on all visits.

Documentation and records

39. The Evolve database will store key elements of Category 3, 4 and "A" visit details securely and indefinitely.
40. Other visit details should be stored securely.
41. This information is stored until such time that the head teacher decides that all issues/incidents arising from the visit have been dealt with fully.
42. If no significant incidents occurred during the visit, the school disposes of the paperwork at the end of the academic year
43. If a minor incident occurred during the visit, the school disposes of the paperwork until that year group leave the school.
44. If a significant incident occurs during a visit that could be investigated later, all relevant details are retained until the young person becomes 21.

Approval

45. All the below must be recorded on Evolve, the Trust's system for Educational Visits.

	Approval Process	**Timescale**
Category 1	Generic Risk Assessment Forms Internally – by the head teacher (with EVC support)	At the beginning of the academic year, obtain "blanket approval" for the year and/or At least 2 weeks prior to the first series of visits.
Category 2	Internally – by the head teacher (with EVC support) In addition, the Governing Board should be informed of visits that have taken place	At the beginning of the academic year At least 2 weeks prior to the first of a series of visits.
Category 3	Internally – by the head teacher (with EVC and Governor support), and Externally – by the LA Educational Visits Officer	At the beginning of the academic year At least 6 weeks prior to the first of the visits.
Category 4	Internally – by the head teacher (with EVC and Governor support), and Externally – by the LA Educational Visits Officer	At the beginning of the academic year At least 6 weeks prior to the first of the visits. For visits with significant financial commitment, "Outline Approval" should be obtained before firm bookings are made.
Subcategory A	Internally – by the head teacher (with EVC and Governor support), and Externally – by the LA Educational Visits Officer	At the beginning of the academic year At least 6 weeks in advance of the visit