



The
Maltby Learning Trust

Educational Visits Policy

Date Last Reviewed:
Reviewed by:
Approved by:

September 2019
COO
CEO

1. POLICY STATEMENT

Maltby Learning Trust (MLT) believes that educational visits are an integral part of the entitlement of every student 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 an MLT Academy, 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.
- 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.

2. EDUCATIONAL VISITS

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

In addition to this Educational Visits Policy, Maltby Learning Trust:

1. Adopts the Local Authority's (LA) document: 'Educational Visits Policy and Guidance (Circular 146)' (All staff have access to this via EVOLVE/EXEANT).
2. Uses EVOLVE/EXEANT, the web-based planning, notification, approval, monitoring and communication system for off-site activities.

All Academy staff are required to plan and execute visits in line with this document and the Local Authority policy. Staff are particularly directed to be familiar with the roles and responsibilities outlined within section 4.

3. TYPES OF EDUCATIONAL VISITS

There are three types of educational visits:

1. Routine local visits in the 'Extended Learning Locality' of the Academy.
2. Day visits within the UK that do not involve an adventurous activity.
3. Visits that are overseas, and/or residential, and/or involve an adventurous activity.

4. ROLES AND RESPONSIBILITIES

4.1 VISIT LEADERS

Visit leaders are responsible for the planning of their visits, and for entering these on EVOLVE/EXEANT (where required). They should obtain outline permission for a visit from the Academy Principal or Educational Visits Coordinator 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.

4.2 THE EDUCATIONAL VISITS COORDINATOR (EVC)

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/EXEANT before submitting them to the Principal. The EVC sets up and manages the staff accounts on EVOLVE/EXEANT, and uploads generic documents etc.

4.3 THE PRINCIPAL

The Academy Principal, alongside the EVC, has responsibility for authorising all visits and for submitting all overseas, residential or adventurous activity visits to the LA for approval, via EVOLVE/EXEANT.

4.4 THE LOCAL GOVERNANCE COMMITTEE

The Academy's Local Governance Committee's role is that of a 'critical friend'. A governor will be designated a responsibility to carry out a sample check of a number of visits. Individual governors may request 'read-only' access to EVOLVE/EXEANT.

4.5 THE LOCAL AUTHORITY

The Local Authority is responsible for the final approval (via EVOLVE/EXEANT) of all visits that are either overseas, residential, and/or involve an adventurous activity.

5. STAFF COMPETENCE

Staff competence is the single most important factor in the safe management of visits, and so MLT support Academy 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 Academy 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 Academy Principal/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.

6. APPROVAL

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

1. Local visits follow the 'Extended Learning Locality' policy (Appendix 1).
2. Day visits within the UK that do not involve an adventurous activity are entered on EVOLVE/EXEANT, and must be submitted to the Academy Principal/EVC for checking at least 15 days in advance. Following checking, the Academy Principal will decide on 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 Academy Principal/EVC to the LA for approval.

7. EMERGENCY PROCEDURES

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

Maltby Learning Trust 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.

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.

8. EDUCATIONAL VISITS CHECKLIST

An Academy's Educational Visits Checklist forms part of the risk management process for visits and off-site activities. This has been adapted from the LA's generic checklist. A visit should only go ahead if the answer to all relevant questions is 'YES'. The Educational Visits Checklist may be downloaded from EVOLVE/EXEANT Resources.

9. PARENTAL CONSENT

Academies communicate a blanket consent at the start of each year for sporting fixtures and routine activities that fall within the 'Extended Learning Locality', e.g. local visits, sporting fixtures (see Appendix 1).

Specific, (i.e. one-off), parental consent must be obtained for all other visits. For these visits, sufficient information must be made available to parents (via EVOLVE/EXEANT, letters, meetings, etc.), so that consent is given on a 'fully informed' basis.

10. INCLUSION

Maltby Learning Trust is fully committed to inclusive practice, incorporating duties in line with the Equality Act 2010.

11. CHARGING/FUNDING FOR VISITS

The cost of the visit must be clear to all concerned. Charging/funding for visits is covered in the 'MLT Charging and Remissions Policy'.

The standard paragraph below is used in letters sent home to parents regarding educational visits during term time, which states:

"The Government's Education Reform Act of 1988 no longer permits our school to make a mandatory charge for this venture as it takes place mainly during school hours. However, we are seeking a voluntary contribution of XX to cover our costs. Your son/daughter will still be entitled to participate, even if you do not wish to make this contribution. All parents must be aware that if contributions are not sufficient to meet our costs, we will have no alternative but to cancel the venture."

12. INSURANCE

All Maltby Learning Trust Academies educational visits are covered through their insurers; Zurich Municipal.

12. ACADEMY TRANSPORT

Drivers are responsible for making sure vehicles are road worthy in all respects before leaving the school site.

Use of staff cars to transport pupils

Staff may use their own vehicles for school visits. However, they need to make sure their vehicle is roadworthy. Staff using their own vehicles for educational visits are covered by the Academy/Trust insurance and the Academy/Trust ensures that those staff who do transport students in their own vehicles have a valid and current driving licence.

Use of Academy transport is covered in the 'MLT Mini Bus Policy'.

13. SWIMMING LESSONS

Changing rooms are separate from public changing rooms and should be supervised by members of staff. There will typically be at least two members of staff accompanying a class to swimming. A specific risk assessment for swimming lessons will be completed at the start of the academic year.

14. SPORTING FIXTURES

Changing rooms are separate from public changing rooms and should be supervised by members of staff. There will typically be at least two members of staff accompanying students to sporting activities. A specific risk assessment for sporting fixtures will be completed at the start of the academic year.

15. DISMISSAL OF STUDENTS AFTER EVENING ACTIVITIES

Students will always remain fully supervised by the class teacher/visit leader until an adult collects them. Students with specific permission to walk home alone should be authorised by the parent.

APPENDIX 1 – EXTENDED LEARNING LOCALITY

General

Visits/activities within the 'Extended Learning Locality' that are part of the normal curriculum and take place during the normal school day follow the operating procedure below. These visits/activities:

- Do not require parental consent
- Do not normally need individual risk assessments/notes (other than following the operating procedure below).
- Should be identified and recorded on EVOLVE/EXEANT as one generic risk assessment record at the start of the academic year.

In addition a swimming lessons and sporting fixtures risk assessments will be completed for the academic year.

Operating Procedure for Extended Learning Locality

The following are potentially significant issues/hazards within our Extended Learning 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.).

These are managed by a combination of the following:

- The Principal/EVC must give verbal approval before a group leaves.
- Only staff judged competent to supervise groups in this environment are approved. A current list of approved staff is maintained by the Principal/EVC and reception office.
- The concept and operating procedure of the 'Extended Learning Locality' is explained to all new parents when their child joins the school, and a synopsis is on the Academy website.
- There will normally be a minimum of two adults.
- Staff are familiar with the area, including any 'no go areas', and have practiced appropriate group management techniques.
- Pupils have been trained and have practiced standard techniques for road crossings in a group
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group.
- All remotely supervised work in the Extended Learning Locality is done in 'buddy' pairs as a minimum.
- Pupils' clothing and footwear is checked for appropriateness prior to leaving school.
- Staff are aware of any relevant pupil medical information and ensure that any required medication is available.
- Staff will deposit in the reception office a list of all pupils and staff, a proposed route, and an estimated time of return.
- A school mobile or personal mobile is taken with each group and the reception office has a note of the number.

- Appropriate personal protective equipment is taken when needed (eg gloves, goggles)

Any pupils whose behaviour may be considered to be a danger to themselves or to the group may be stopped from going on the visit. This decision will be made by the Principal or EVC.

Introduction

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

- There is always a nominated emergency base contact for any visit (during school hours this is the reception office).
- This nominated base contact will either be an experienced member of the senior leadership team, or will be able to contact an experienced senior manager at all times.
- 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.
- 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.
- The visit leader/s and the base contact/s know to request support from the local authority in the event that an incident overwhelms the establishment's emergency response capability, involves serious injury or fatality, or where it is likely to attract media attention.
- For visits that take place outside the 'Extended Learning Locality', the visit leader will carry an emergency procedure reminder.
- This Emergency Procedure is tested through both desk top exercises and periodic scenario calls from visit leaders.

General

1. Teachers in charge of pupils during a visit have a duty of care to make sure that the pupils are safe and healthy. They also have a common law duty to act as a reasonably prudent parent would. Teachers should not hesitate to act in an emergency and to take life-saving action in an extreme situation.
2. Emergency procedures are an essential part of planning a school visit
3. If an accident happens, the priorities are to;
 - assess the situation;
 - safeguard the uninjured members of the group;
 - attend to the casualty;
 - inform the emergency services and everyone who needs to know of the incident.

Who will take charge in an emergency?

1. **The group leader** would usually take charge in an emergency and would need to ensure that emergency procedures are in place and that back up cover is arranged. The group leader should liaise with the representative of the tour operator if one is being used.
2. **Pre-arranged school home contact.** The school contact's main responsibility is to link the group with the school, the parents and the LA (where appropriate), and to provide assistance as necessary. The named person should have all the necessary information about the visit. Emergency procedures framework All those involved in the school trip, including supervisors, pupils and their parents, should be informed of who will take charge in an emergency, the named back up cover and what they are expected to do in an emergency.

Emergency procedures framework during the visit

If an emergency occurs on a school visit, the school's emergency response will be based on the following key factors: establish the nature and extent of the emergency as quickly as possible;

- ensure that all the group are safe and looked after;
- establish the names of any casualties and get immediate medical attention for them;
- ensure that all group members who need to know are aware of the incident and that all group members are following the emergency procedures;
- ensure that a teacher accompanies casualties to hospital and that the rest of the group are adequately supervised at all times and kept together;
- notify the police if necessary;
- notify the British Embassy/Consulate if an emergency occurs abroad;
- inform the school contact. The school contact number should be accessible at all times during the visit;
- details of the incident to pass on to the school should include: nature, date and time of incident; location of incident; names of casualties and details of their injuries; names of others involved so that parents can be reassured; action taken so far; action yet to be taken (and by whom);
- notify insurers, especially if medical assistance is required (this may be done by the school contact);
- notify the provider/tour operator (this may be done by the school contact);
- ascertain telephone numbers for future calls.
- Mobile phones, though useful, are subject to technical difficulties, and should not replace usual communication procedures;
- write down accurately and as soon as possible all relevant facts and witness details and preserve any vital evidence;
- keep a written account of all events, times and contacts after the incident;
- complete an accident report form as soon as possible. Contact HSE or local authority inspector, if appropriate;
- no-one in the group should speak to the media.
- Names of those involved in the incident should not be given to the media as this could cause distress to their families. Media enquiries should be referred to a designated media contact in the home area;
- no-one in the group should discuss legal liability with other parties.

Emergency procedures framework for school base

1. Prior to the visit, the name and school and home telephone numbers of a school contact should be identified. It is advisable to arrange a second school contact as a reserve. Head teachers and group leader should bear in mind that the contact lines may become busy in the event of an incident and that alternative numbers to ring would be useful.
2. The main factors for the school contact to consider include:
 - ensuring that the group leader is in control of the emergency and establishing if any assistance is required from the school base;

- contacting parents. Details of parents' contact numbers need to be available at all times while the group is on the visit. The school contact should act as a link between the group and parents. Parents should be kept as well informed as possible at all stages of the emergency;
- liaison with LA and/or governance committee. The school contact should act as a link between the group and LA and/or chair of governors and arrange for the group to receive assistance, if necessary;
- liaison with media contact. If a serious incident occurs, the school contact should liaise with the designated media contact as soon as possible;
- the reporting of the incident using appropriate forms, if necessary. Some incidents are reportable under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR).

Media contact

LAs usually have a designated person to deal with media enquiries for schools. The media contact should liaise with the school contact, the group leader and, where appropriate, the emergency services. In the event of an emergency all media enquiries should be referred to the media contact. The name of any casualty should not be given to the media.

After a serious incident

It is not always possible to assess whether group members not injured or directly involved in the incident have been traumatised or whether other pupils or staff in the school have been affected. In some cases, reactions do not surface immediately. Schools in this situation have sometimes found it helpful to contact local community support services and to seek professional advice on how to help individuals and the school as a whole cope with the effects of a tragedy.