



The  
**Maltby** Learning Trust

# Educational Visits Policy

Date Last Reviewed:  
Reviewed by:  
Approved by:

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COO/Trust Premises Manager  
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 (specified on the Academy website).
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, through an SLA for the final approval (via EVOLVE/EXEANT) of all visits that are either overseas, residential, and/or involve an adventurous activity.

## 4.6 MALTBY LEARNING TRUST

The Maltby Learning Trust uses the educational visits service level agreement to delegate the final approval (via EVOLVE/EXEANT) of all visits that are either overseas, residential, and/or involve an adventurous activity to The Local Authority for all Academies.

## 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.

Maltby Learning Trust will support any Academy where a major incident takes place, enabling Academy staff to focus on supporting students, staff and families; this includes any incident which is likely to attract media attention. When an incident overwhelms the Trust's emergency response capability, or where it involves serious injury or fatality, support will be sought from the Local Authority.

## 8. EDUCATIONAL VISITS CHECKLIST

The MLT checklist 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 MLT checklist can be found at Appendix 1 and the generic LA checklist can be downloaded from the EVOLVE/EXEANT system resources.

The checklist should be used as an aide memoire for staff and/or the establishment EVC. It should be reviewed regularly to ensure it reflects best practice.

## 9. PARENTAL CONSENT

The school obtains blanket consent at the start of each year for activities that fall within the 'Extended learning locality' (see Appendix 1). These include visits which fall within the academy's definition of a 'local visit', certain sporting activities, local walks etc. These are defined according to age/phase and the individual academy policy/definition (appendix 1). The academy may choose as a matter of course to inform parents that their children are going out of school.

Specific, (ie. 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. The level of information given to parents will be dependent on the activity being undertaken and the length of the visit. As a minimum a full itinerary must be provided with details of the main activities being undertaken.

It is MLT policy that any overseas or residential visit be preceded by parental information meetings to ensure parents are fully informed of all activities being undertaken. This ensures that parents are fully informed of the activities being undertaken and provided with details of the travel and accommodation. This enables fully informed consent to be given.

## 10. BEHAVIOUR

Within Maltby Learning Trust, the Academy's Behaviour Policy applies equally to all children when they are being educated off-site. Indeed, being outside of the academy, expectations are even higher as children are acting as ambassadors for the school. MLT students are expected to behave courteously on all visits and towards to all members of the public that they meet. It is essential for their own safety that they listen carefully to their accompanying adults and act on any instructions given to them.

It is essential that all students actively participate in all aspects of the trip as these are an integral part of the educational experience. Students will always be reminded of the behaviour expectations before going off-site on their visit. The MLT reserves the right to remove students from a visit if behaviour falls below the levels expected of them.

## 11. INCLUSION

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

In MLT academies, the Principal will not exclude students with special educational, physical disabilities or medical needs from school visits. Every effort will be made to accommodate all children whilst maintaining the safety of everyone on the visit. This should include consulting parents, outside agencies (for example specialist nurses) and the moving and handling advisor. It will be the assumption that children with additional needs will take part in the same activities as others, or have a similar experience with reasonable adjustments which have been agreed in advance. Special attention should be given to appropriate supervision ratios and additional safety measures may need to be addressed at the planning stage. Separate visit specific risk assessments should be in place for any children with additional needs prior to a visit being approved.

## 12. 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."

## 13. INSURANCE

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

## 14. ACADEMY TRANSPORT

Where external providers are used to provide transport, these will be known, reputable companies. Any provider carrying MLT students will be required to complete the Transport Provider Statement (See EVOLVE/EXEACT resources) prior to a visit taking place.

### **Academy Transport**

Drivers of academy minibuses and/or any other forms of academy transport are ultimately responsible for making sure vehicles are road worthy in all respects before leaving the school site.

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

### **Use of Staff Cars to Transport Students**

Staff may use their own vehicles for school visits. However, the Trust needs to ensure their vehicle is roadworthy. Any driver wishing to use their car to transport MLT students should present a valid insurance certificate (including business cover), valid driver's license and MOT (if car over 3 years old) to academy admin staff/the EVC. If this information is not forthcoming students will not be transported.

Staff using their own vehicles for educational visits are covered by the Academy/Trust insurance, however as an additional protection the Trust requires all staff doing so to have business cover on their personal policy. Academy/Trust ensures that those staff who do transport students in their own vehicles have a valid and current driving licence.

Other than in exceptional circumstances, staff should not transport individual students or pairs of students in their car without an adult chaperone. Where three or more students are transported, one adult may transport them.

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

## 15. SWIMMING LESSONS

Where possible, academy students will use changing facilities which are separate from public changing areas. Students will be supervised by members of staff with due regard for safeguarding risks. There will be a minimum of two members of staff to accompany a class swimming. A specific risk assessment for swimming will be completed at the start of the programme and will take due regard of any SEND, medical and behavioural needs in each cohort. The specific risk assessment must also take account of the specific facility being used to deliver swimming and any supervisory/safeguarding implications of the individual arrangements in place.

## 16. SPORTING FIXTURES

### **One-Off Sporting Activities**

Where activities are not part of a regular fixture programme, a separate risk assessment should take place. This will consider the venue, and what supervision is required, changing arrangements (or whether students will leave school in appropriate kit) and transport. Where changing rooms at a venue are used, these should be separate from any 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.

Details of events, equipment required, transport arrangements and timings will be communicated to parents who must sign (digitally or physically) to accept these arrangements prior to a student attending an event.

### **Regular sporting activities**

A specific risk assessment for regular sporting fixtures will be completed at the start of the academic year. This will be kept under review for the whole year and adapted where needed.

Authority for these regular sporting activities is provided by listing the sporting extended locality on the academy website (see appendix 1). Details of events, equipment required, transport arrangements and timings will be communicated to parents who must sign (digitally or physically) to accept these arrangements prior to a student attending the series of fixtures or season.

Where sporting activities take place after school, students may be dismissed to their parent's care and transported to the event by their parents. This is a private arrangement and falls outside school's risk assessment.

## 17. DISMISSAL OF STUDENTS AFTER EVENING ACTIVITIES

Students will always remain fully supervised by the class teacher/visit leader and an additional adult until an appropriate adult collects them – an adult/class teacher/visit leader should not be left in sole charge of a child or children, unless there are exceptional circumstances. Where a visit returns to school after school hours, a list of primary contacts should be taken on the visit by the visit leader to ensure that the parent of any child who has not been collected can be contacted.

Students above year 6, with specific permission authorised by their parent, may walk home alone.

## 18. MEDICATION ON EDUCATIONAL VISITS

The 'Administration of Medicines Policy' includes details of the procedure for administering and managing medicines on educational visits. This should be referred to for processes and procedures.



### Extended Learning Locally

The MLT Educational Visits Policy requires that the following information is available to parents to provide blanket consent for identified activities within the extended learning locality.

### Boundaries and Map

The boundaries of the locality are shown on the attached map. This area includes the following frequently used venues: e.g.

- *Stoneydown Park*
- *Stoneydown Library*
- *Hampden Pool and Leisure Centre*
- *The Concorde Shopping Mall*
- *Etc.*

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 the EVOLVE/EXEANT visit approval process, provided they follow the below Operating Procedure.

### Sporting Extended Locality

- Maltby Schools
- Doncaster Schools
- Rotherham Schools

### 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 student
- Uneven surfaces and slips, trips and falls
- Weather conditions
- Activity specific issues when doing environmental fieldwork (nettles, brambles, rubbish etc)
- Etc – add anything else specifically relating to your locality

These are managed by a combination of the following:

- The Principal, Vice Principal or EVC (*delete as necessary according to your circumstances*) must give verbal approval before a group leaves. *Not strictly necessary if you have clearly identified competent staff, and are confident in your operating procedure, and the fact that staff will follow it.*

- Only staff judged competent to supervise groups in this environment are approved. A current list of approved staff is maintained by the EVC and office.
- The concept and Operating Procedure of the 'Extended learning locality' is explained to all new parents when their child joins the school.
- There will normally be a minimum of two adults. *This statement is probably appropriate for all primary schools, although in benign locations it may be appropriate to relax it for year 6s. Decisions should be based on the area and the age / maturity of the students - the key determinant will always be 'what would the students do if the only adult collapsed?'*
- Staff are familiar with the area, including any 'no go areas', and have practiced appropriate group management techniques.
- Students have been trained and have practiced standard techniques for road crossings in a group. *For primary schools this is easy to do with some simple road markings in the playground – with a little practice this can become drilled and slick, as everyone knows what is going to happen.*
- Where appropriate, students are fully briefed on what to do if they become separated from the group. *This needs a decision and will depend on the area you are in – return to school, wait where they are, go to x and ask for help, etc).*
- All remotely supervised work in the extended learning locality is done in 'buddy' pairs as a minimum.
- Students' clothing and footwear is checked for appropriateness prior to leaving school.
- Staff are aware of any relevant student medical information and ensure that any required medication is available.
- Staff will deposit in the office a list of all students and staff, a proposed route, and an estimated time of return.
- A school mobile is taken with each group and the office have a note of the number.
- Appropriate personal protective equipment is taken when needed (eg gloves, goggles) *If you have a local issue, eg. with drug needles, etc, in any area, then you can mark that bit as no-go, or add here how you will educate the students to deal with it – it is their home after all, so they need to be able to cope with it!*
- Plus – add any specifics relating to your local area – e.g. 'when crossing Bimble Street, everyone must use the toucan crossing by Baguette the Bakers'

### 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 students during a visit have a duty of care to make sure that the students 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, students 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. Principals 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 students 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.

## APPENDIX 3 – VISIT LEADER CHECKLIST

<b>Basic Checks for All Visits</b>	<b>Actions</b>
Visit aims	Establish visit aims, discuss with staff and students
Notification on EVOLVE/EXEANT	Start entering the visit information on EVOLVE/EXEANT as soon as possible
Pre-visit of venue	This should normally be done to inform the risk assessment
Programme	Schedule, worksheets, route cards
LEA Guidelines	Read LEA 146 Educational Visit Guidelines
Leader Competence*	Appropriate numbers for group, qualifications, experience
Risk assessments*	Generic/specific assessments for each activity/venue
Planning	Provide detailed plan to EVC and line manager
Complete EVOLVE/EXEANT *	Complete the EVOLVE/EXEANT submission and submit to your EVC.
Supervision	Organisation of who, what, where, when
Staff Briefing	Objectives, individual responsibilities
Student Briefing	Objectives, code of conduct, schedules
Parental Approval*	May be general for local work or specific for special visits – consent needs to be informed
Medical Problems	Allergies, illness, disabilities
First Aid*	Emergency aider, appropriate first aid kit(s)
Insurance	If required – complete relevant forms Check indemnities and disclaimers with RMBC Insurance Section
List of Students	Include medical problems and possibly home telephone

Emergency Procedure                      Contact and action to be taken

**Additional Items for Journeys  
with Transport**

Kit lists	Clothing and equipment for students, leaders, assistants, party
Bank A/C	Do not use own private a/c
Transport	Booking, times, costs, venue, pickup, route if appropriate
Drivers	Rotherham approved status
Travel Sickness	Tablets (before), cleaning materials, seating
Food	Meals, snacks, inform kitchen as appropriate, diets

**Additional Items for  
Residential Visits**

Parents' Meeting	Pictures, maps, reassurance, work plan, cost, travel
Diets	Religious, health, allergy and commitment diets
Students personal details	Telephone, address, age, parent/guardian, doctor
Liaise with accommodation	Objectives, expectations, difficulties
Emergency Contacts	24hr - Several to ensure full cover
Pocket Money	Care of money/valuables, school bank

**Additional Items for Travel  
Abroad**

EEC package travel regs*	Ensure your visit has a clearly stated educational aim and purpose
Group Passport	Allow plenty of time to obtain
EHIC	Allow plenty of time to obtain
Currency and Travellers Cheques	Allow plenty of time to obtain
Insurance	Complete relevant forms

**Additional Items for  
Adventurous Activities and  
Hazardous Environments**

AALA Licensing	Applies to some adventure activities when using an outside provider
Instructor Qualifications	Check in place - required for many adventure activities
Staff Competencies	Ensure evidence of competence
First Aid	Higher level of first aid may be required for adventure activities
Water Hazards	Take particular care with risk assessment and supervision
Plan B	Ensure in place in case planned activities cannot take place

\* RMBC mandatory requirement