

Commitment to Learning  
High Expectations  
All Can Succeed  
Confidence and courage  
Everyone valued equally

## EDUCATIONAL VISITS POLICY

### Educational Visits Policy

We believe that educational visits are an integral part of the entitlement of every student as part of a broad and balanced curriculum. Appropriately planned visits enhance learning and improve attainment and so form a key part of what makes Chace Community School a successful learning community. The benefits of students taking part in visits and learning outside the classroom include opportunities to:

- Enhance and extend learning
- Increase critical curiosity and resilience
- Improve achievement and attainment to be active participants' not passive consumers
- Enhance 'real world' 'learning in context' and develop social and emotional aspects of intelligence
- Assess their own risks in a range of contexts
- Have personal responsibility, be an ambassador for Chace, manage risk and broaden horizons
- Possibilities for genuine team working including enhanced communication skills

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

Chace Community School adopts the Local Authorities (LA) document: **'Guidance for Educational Visits and Related Activities with National Guidance & EVOLVE'**. EVOLVE is the web based planning, notification, approval, monitoring and communication system, used by the LA, to which all staff have access.

The Local Authority's guidance links directly with National Guidance [www.oeapng.info](http://www.oeapng.info)

All staff are required to plan and execute visits in line with the LA's policy. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

The rest of this policy explains how visit approval and planning takes place at Chace Community School.

### Types of visit

There are three types of visits:

- staff using the local area to deliver lessons
- other single day visits within the UK excluding adventurous activities
- Any visit involving adventure activities, involving travel abroad and/or an overnight stay

## Roles and responsibilities

**Visit leaders** are responsible for the planning of visits but should involve both accompanying colleagues and the students in this process. Staff must make appropriate checks of any third party providers. Staff are advised to obtain outline permission for a visit, from the Headteacher and or governing body, before beginning to plan and certainly before making any commitments.

**The Educational Visits Coordinator (EVC)** will support and challenge colleagues over visits and learning outside the classroom. They are the first point of call for advice on visit related matters. The EVC will check final visit plans on EVOLVE before submitting them to the head. The EVC sets up and manages the staff accounts on EVOLVE.

**The Headteacher** has responsibility for monitoring and final approval of all visits.

**The Governors** at committee meetings are presented with proposed trips for the academic year for them to challenge support and approve where appropriate.

**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.

## 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 this 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 of some educational visits
- Support for staff to attend training courses relevant to the role of visit leader

In deciding whether any member of staff is competent to be a visit leader, the headteacher will take into account the following factors:

- Level of relevant experience
- Previous relevant training
- The emotional and leadership ability of any prospective visit leader 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.

## Visit Planning and approval

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

- Local area visits will follow the same procedures as for single day visits.
- Single day visits within the UK excluding adventure activities – these are put on EVOLVE and approved internally by the Headteacher. Visits **must be submitted to the EVC via EVOLVE at least 30 days in advance.**
- Visits involving an overnight stay **must be put on EVOLVE and submitted to the EVC at least 30 days in advance.** The school is required to submit these for Local Authority Approval at least 2 weeks in advance.
- Visits involving adventure activities **must be put on EVOLVE and submitted to the EVC at least 30 days in advance.** The school is required to submit these for Local Authority Approval at least 2 weeks in advance. Visit leaders must check if an activity provider holds an LOTC quality badge at [www.lotcqualitybadge.org.uk](http://www.lotcqualitybadge.org.uk) If they don't hold the LOTC Quality Badge then they must complete a Provider Form. A provider form must be renewed annually.

- Visits abroad require detailed planning to commence well in advance and the Headteacher must be kept up to date with progress. Checks must be made on any third party providers and permission from the Headteacher to use them be obtained before any deposits are paid. Third party providers who hold the LOTC quality badge (see above) do not require further checks. Those who do not hold this accreditation should complete and return a Provider Questionnaire, which visit leaders should scrutinise. All overseas trips for the academic year are presented to Chair of Governors in September for challenge, support and approval where appropriate. These visits **must be put on EVOLVE and submitted to the EVC at least 30 days in advance**. The school is required to submit these for Local Authority Approval at least 2 weeks in advance.

## Emergency procedures

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

The school has an emergency plan in place to deal with a critical incident during a visit (see Appendix 1). All staff on visits are familiar with this plan and it is tested at least bi-annually or following any major staffing changes.

When an incident overwhelms the establishment's emergency response capability; 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.

## The Visit Leader's job list

The visit leader will ensure all the following steps are completed:

- Gain outline approval from the Headteacher and Assistant Headteacher to begin planning the visit and agree funding mechanism / charging policy.
- Ensure the visit:
  - has clear learning outcomes
  - has activities appropriate to the group
  - is planned to maximise benefits to students while managing risks
  - is appropriately staffed
  - complies with the school's safeguarding policy
- Involve students in the planning of the visit, and how it will be managed, wherever possible.
- Ensure the LA procedures are followed and that the visit plan is recorded on EVOLVE and within the correct timescale.
- Ensure all other staff, accompanying adults and students are:
  - fully briefed about their roles and responsibilities during the visit
  - know what to do in the event of an emergency
  - are given information they need about individual pupil needs.
  - Emergency procedures must include what would happen in the event of illness or injury affecting the party leader.
- Ensure the base contact back at school is fully briefed and has copies of all relevant information.
- The trip leader must take a first aid kit and any care packs for students with a care plan in place on the visit.
- Any comments/incidents will be noted on the visit's EVOLVE form within 30 days of the visit.
- Concerns regarding a student's behaviour must be raised before going on the trip. If

it is suspected that a student will endanger themselves or others during the trip, the trip leader must discuss with the Headteacher whether to allow them to attend the trip.

## Parental Consent

For every trip a letter is emailed giving the parents information on the visit. Consent forms, to include any information on changes in their son/daughters medical details, are now electronic and available on ParentPay.

Visits involving adventurous activities will be detailed in the letter to parents/carers. In completing the electronic consent form, they are consenting to their child taking part in these activities unless otherwise specified.

## Payment for visits

Payment for trips is made via [www.parentpay.com](http://www.parentpay.com) except in extenuating circumstances whereby cash/cheque may be accepted. Payment is not refundable if a student is subsequently refused a place on a trip because of bad behaviour or other serious concerns but parents will be given the opportunity to discuss this matter with a senior member of staff, as stated in the consent form.

## Transport

For school trips, we mainly use three modes of transport:

- Coaches from reputable companies
- School minibuses – driven by members of staff qualified to do so
- Public transport – students either buy a ticket on the day or free travel is provided through the TFL School Party Travel Scheme if travel is during 9:30am-4:00pm

We follow the LA's guidance on the use of staff cars to transport students.

## Other topics

**Dismissal of students after evening activities** – A member of staff will wait until all students have made their own way home or they have been collected. Should parents wish to make alternative arrangements, they must contact the trip leader in writing.

**Code of Conduct** – Students are asked to adhere to the following code of conduct printed in the back of all trip letters. The consent form states that the parent/carer has read and discussed this code of conduct with their child.

Each student should:

- Observe normal school rules
- Co-operate fully with leaders at all times
- Fulfil any tasks or duties set prior to and during the visit
- Participate fully in all activities and sessions during the visit
- Be punctual at all times
- Not leave group sessions or accommodation without permission
- Always return to the meeting point or accommodation at agreed times
- If granted indirectly supervised time, be in groups of not less than three young people
- Avoid behaviour which might inconvenience others
- Be considerate to others at all times
- Respect all requests and requirements made by staff and accompanying adults
- Behave at all times in a manner which reflects credit on self, to party and to the school.
- Abide by the laws, rules and regulations of the countries and places visited (where applicable).
- Comply with customs and duty-free regulations (where applicable).
- Not purchase or consume alcohol, tobacco products or purchase dangerous articles such as explosives and knives.
- If in doubt on any matter, consult with staff.
- Accept that a full written report of any misconduct will be forwarded to the Headteacher and to your parent(s).

## Appendix 1 Emergency procedure

The school'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 Trips Co-ordinator).
- This nominated base contact will be able to contact an experienced senior manager.
- The visit leadership team and the emergency base contact will both have relevant medical and emergency contact information on all the trip participants (including staff).
- Both the visit leader(s) and the base contact 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.
- The National Guidance role specific emergency action cards are carried by:
  - The visit leader
  - The first point of contact (eg the office receptionist)
  - The designated base contact senior manager
- This procedure is tested through both desk top exercises and periodic scenario calls from visit leaders