



**St Edward's
School**

Unity - Achievement - Faith

Educational Visits Policy

Reviewed and Approved by Teaching, Learning and Curriculum Committee

On: 19th June 2024

To be Reviewed and Ratified at the St Edward's Full Governing Body

On: 11th July 2024

Next review date: Summer 2026

SLT are responsible for oversight of this policy's implementation

Mission Statement

Our mission statement calls us to educate young people for life in all its fullness through unity, purpose, faith, dignity, and community. Educational visits can help each of these aims, as they enrich lives, deepen awareness, encourage connections, and build expertise.

Through creating such experiences, the school aims to broaden horizons, stimulate enquiry, and to inspire. In this way seeds are sown, confidence grows, and students and staff are brought closer through shared experiences.

Context

St Edward's School understands the value that experiences outside the classroom can provide for young people. Throughout their education here, all students should be given the opportunity to take part in a range of trips and visits that extend and enrich both the curriculum and their lives. Wherever possible, we aim to remove barriers to students being able to participate in school trips.

When trips run, they will be planned and follow the national guidance set out by the Outdoor Education Advisors Panel (<https://oeapng.info/>)

The rationale for visits

Trips and visits have been shown to help students to develop self confidence, improve self awareness and problem solve more effectively. They provide opportunities to learn new skills and concepts in the real world and to grow holistically. Trips also gives young people the opportunity to experience achievement in a different setting which has been shown to improve students' motivation and their willingness to learn. Finally, it broadens students' horizons and raises their aspirations which can have far reaching benefits across the curriculum, and their future lives.

School visits and trips are often offered beyond the school day.

For such opportunities to be possible, members of staff offer to give freely of their own time, time with their families and/or holiday time. Staff members are not obliged to offer or accompany school trips, and do not receive remuneration for their attendance.

Application

Any visit that leaves the school 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, St Edward's School

1. Adopts the Local Authority's (LA) document: **'Guidance for Educational Visits and Related Activities with National Guidance & EVOLVE'** (All staff have access to this via EVOLVE).
2. Adopts National Guidance www.oeapng.info (as recommended by the LA).
3. Uses EVOLVE, the web-based planning, notification, approval, monitoring and communication system for off-site activities.

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

Types of visits

There are 4 main types of trips and visits that take place at St Edward's. All trips must be proposed and approved before departure.

- Offsite activities that start and end within the school day
- Offsite activities that start or end outside the school day
- Residential visits.
- Sports fixtures

Offsite activities that start and end within the school day

1. Any visits of this nature should be approved by the EVC and the Head teacher at least 10 school days before departure.
2. Cover implications must be discussed with the cover office prior to booking the trip with external providers; and in addition, the Office Manager must confirm that there are no contrary calendar issues.
3. Parents and carers should be notified about a proposed trip or visit if it is relevant to their child (e.g. year group).
4. A risk assessment for the trip must be completed.
5. Any transport / facilities must be booked well in advance.
6. If students with SEND are attending the trip, relevant TA support should be provided. Any TA's allocated should be with that student whenever necessary.
7. A list of names going on the trip must be left with the student office, including an accompanying member of staff's emergency contact number.

Offsite activities that start or end outside the school day (excluding PE fixtures)

1. Any visits of this nature should be approved by the EVC and the Head teacher at least 10 school days before departure.
2. Cover implications must be discussed with the cover office prior to booking the trip with external providers; and in addition, the Office Manager must confirm that there are no contrary calendar issues.
3. All relevant parents and carers must be notified about the trip and give consent for their son / daughter attending the visit.
4. A risk assessment for the trip must be completed.
5. Any transport / facilities must be booked well in advance
6. If students with SEN are attending the trip, relevant TA support may need to be provided. Any TA's allocated should be with that student whenever necessary, in consultation with the SENCo.
7. The staff member leading the trip must have the emergency contact phone numbers / medical information for the students and it is recommended that all leaders have access to this.
8. A list of names going on the trip must be left with the student office, before departure, including an accompanying member of staff's emergency contact number.

Residential Visits

1. Any visits of this nature should be approved by the EVC, the Head teacher and the Educational Visits Advisor (EVOLVE) at least 4 weeks before departure
2. Cover implications must be discussed with the cover office prior to booking the trip with external providers; and in addition, the Office Manager must confirm that there are no contrary calendar issues.
3. A risk assessment must be completed for all activities
4. All transport / accommodation needs to be booked and organised well in advance
5. If students with SEN are attending the trip, relevant TA support may need to be provided. Any TA's allocated should be with that student whenever necessary.
6. A parents information evening should be held, either face to face or online.
7. All students must complete a medical / code of conduct form.
8. A first aider must be present on the trip
9. A list of names going on the trip must be left with the student office, before departure, including an accompanying member of staff's emergency contact numbers.
10. Trip leaders will be provided with two SLT emergency contact numbers for the duration of the trip

PE Fixtures

1. All away PE fixtures should be added as a local area visit on EVOLVE
2. The visit should follow the normal operating procedures set out for PE Fixtures
3. A list of names going on the trip must be left with the student office, before departure, including which member of staff is attending the fixture

Roles and responsibilities

Visit leaders are responsible for the planning of their visits, and for entering these on EVOLVE (where required). They should obtain outline permission for a visit prior to planning, and before making any commitments. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements, and should seek advice from the EVC where necessary.

The Educational Visits Coordinator (EVC) is Andy Elliott, who 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 before submitting them to the Head. The EVC sets up and manages the staff accounts on EVOLVE, and uploads generic school documents, etc.

The Head Teacher has responsibility for authorising all visits, and for submitting those that are overseas, residential or adventurous to the LA for approval.

The Governing Body's role is that of a 'critical friend'. Individual governors may be given 'read-only' access to EVOLVE.

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 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.

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 action plan in place to deal with a critical incident during a visit. 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

Ratios

1. For all visits, ratios that enable effective supervision of the students must be implemented, in line with national guidance document 4.3b.
2. For day visits involving students from years 7 – 11, a minimum ratio of 1-18 should be followed unless there is valid justification based upon the "SAGE*" principle
3. For day visits involving students for years 12 and 13, a minimum ratio of 1-25 should be followed unless there is valid justification based upon the "SAGE*" principle
4. If any students are supported in lessons with a TA, similar provision should also be applied on a trip. This is in addition to the other staff attending the trip
5. For residential visits, a minimum ratio of 1-10 (yrs 7-11) or 1-15 (yrs 12-13) should be followed unless there is valid justification based upon the "SAGE" principle.

* SAGE principle (taken from <https://oeapng.info> document 4.3b)

Charging for visits

1. All trips are either classed as curriculum or enrichment
2. A curriculum trip is one that is either required for students to attend (eg: GCSE Geography fieldwork) or all students in that year group are invited / expected to attend. All other trips are optional enrichment opportunities.
3. For curriculum trips, payment cannot be demanded.
4. For enrichment trips, full payment can be required.

Parental Consent

The school obtains blanket consent at the start of each year for events and activities that start and finish during the school day and other routine activities such as after school fixtures. Parents have the option of consenting online via EVOLVE, or through a traditional paper consent form.

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 letters, itineraries, meetings, etc), so that consent is given on a 'fully informed' basis.

Parents and Carers implicitly give consent to the trip leader to make decisions whilst responsible for a trip. Parents and Carers must not interfere with or undermine the authority of a member of staff supervising an educational visit. The member of staff will act on the principle of 'in loco parentis' and will make decisions based on information and content immediately before them.

Pupil Premium and Disadvantaged Students

The school understands that the cost of trips can be prohibitive, and therefore provides a range of support options to assist families with funding their child's involvement. For curriculum trips, all costs will be met, and free school meal (FSM) students will have lunch provided. For enrichment trips, the amount of support available for each student will be decided when the trip is launched.

Transport using school minibuses

The school keeps a record of all staff who are able to drive the minibuses. New drivers must complete the appropriate training with BCP before they are able to drive students. Drivers must have D1 on their licence to drive the Ford Transit minibus. Vehicles are checked monthly and staff must report any faults as soon as possible and must not drive if they find the bus is unsafe.

Oversubscribed visits

The school will operate a ballot system and offer a place to those students first. If the student declines their place then the next person will be contacted.