



# CASTLEMAN ACADEMY TRUST

## **POLICY :**

### **Educational Visits Policy**

**Author: Chief Executive Officer**

**Date: February, 2022**

**Review Body: Castleman Academy Trust Board**

**Date Adopted: 10<sup>th</sup> February, 2022**

**Review Date: Spring 2023**

## **CASTLEMAN ACADEMY TRUST**

### **Educational Visits Policy**

Our policies refer to Senior Leaders. This can mean Executive Head Teacher, Head Teacher or Head of School.

#### **Rationale**

The Castleman Academy Trust believes that well planned and executed educational visits provide opportunities for the enhancement of learning within a cross curricular curriculum. Providing a variety of 'real-life' opportunities for our children enables them to achieve a fuller understanding of the world around them through direct experience. Educational visits allow opportunities for pupils to participate in activities that develop their creativity, independence and respect for themselves and the environment.

#### **Guidelines**

To enable children and staff to gain a full and enjoyable educational visit it is essential that guidelines and policies are adhered to. Staff at Castleman Academy Trust Schools use LA and national guidance documents to support planning and preparation of trips.

#### **Aims**

We aim to:

- ❖ Further enhance the children's cross curricular experiences through educational visits.
- ❖ Develop the children's creativity, independence and respect for themselves and their environment.
- ❖ Prepare pupils for their role in maintaining a sustainable environment.
- ❖ Give each child the support to; be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being.

#### **Approval for Visits**

All matters regarding each visit outside school – feasibility, planning, safety, organisation etc – will require the prior approval of the Senior Leaders.

Approval of day visits will usually be at the discretion of the Senior Leaders. However, visits which are either:

- overseas
- residential
- involving an adventurous activity

will require the additional approval from the Trust and the Local Authority (LA). Schools will use the forms provided by their LA, which may be adjusted to reflect school expectations. All schools should have an Emergency Action Plan submitted with their approval applications. The LA require at least 4 weeks' notice before a residential or overseas trip. Schools in the Castleman Academy Trust should aim to have the

necessary approval from the LA as early as possible to allow time for the EVC to check documentation and for holding a parents' meeting. Approval for visits has been delegated to the School Standards Board (Governors) and is also required for visits of this type, although they must inform the Trust Board of any overseas and residential trips or those involving adventurous activity. The CEO should also sign their approval on behalf of the Trust Board.

It is the responsibility of the Group Leader to complete the necessary paperwork. PPA time should be used for this responsibility but staff may be granted extra time if required. Please see the Senior Leaders if this is needed.

It is the EVC's responsibility to check that all the necessary paperwork has been completed correctly before the Group Leader submits it to the LA for approval.

### **Duties and Responsibilities**

All staff must:

- conduct themselves in a manner compatible with their own safety and the safety and well-being of the pupils.
- inform the visit leader if they are unsure of their ability to perform any supervisory function requested of them
- recognise the limits of their responsibilities and act within those at all times.
- report to the visit leader any concerns they may have regarding pupil behaviour and well-being during the visit.

Greater levels of responsibilities will normally be assigned to teachers than to adult helpers and a higher standard of care is expected of them.

### **Responsibility of the School Standards Board**

On behalf of the Trust Board, the School Standards Board needs:

- To ensure that the Senior Leaders and the EVC have adhered to the LA guidelines.
- To ensure that visits involving Hazardous Outdoor Activities (e.g. climbing, kayaking etc), residential or overseas trips are endorsed.
- To agree to all residential visits, trips abroad and those involving outdoor and adventurous activities and inform the trust board of such visits.
- To ensure that all aspects of risk management have been considered and that risk assessments for travel, accommodation and activities have been carried out prior to departure. It is not expected that Governors should become directly involved in risk assessment and related matters unless they have an appropriate competence and are invited to do so.

- Ask questions about a visit's educational objectives and how they will be met. Examples of questions may be (but not limited to):
  - Are the objectives appropriate to the age and abilities of the pupil group?
  - Why is a particular venue being used?
  - Is the visit inclusive for all students?
  - Is the visit value for money?
- To ensure measures exist to obtain parental consent on a basis of full information, to investigate parental complaints.
- To read and understand annually the Educational Visits Policy and procedures including incident and emergency management systems.

### **Responsibility of the Senior Leaders:**

The Senior Leaders should ensure that:

- The EVC is competent to oversee the co-ordination of all off-site education, and support the EVC in attending relevant training courses.
- Visits comply with regulations and guidelines provided by the LA, the School Standards Board and the schools own health and safety policy.
- The group leader is competent to monitor risks and supervise the trip throughout the visit.
- Adequate safeguarding measures are in place.
- All necessary actions have been completed before the visit takes place.
- The risk assessment has been completed and appropriate safety measures are in place. Risk assessments must be completed during and after a visit to the site. If this is not possible, staff must assure SLT that risk assessments are thorough and have been discussed and agreed by the site being visited.
- Group leaders are allowed sufficient time to organise visits properly.
- The LA or School Standards Board has approved the visit if necessary.
- Non-teacher helpers on the visit are appropriate to supervise children. All helpers will undergo the appropriate checks in line with Safeguarding regulations and statutory responsibilities.
- There is adequate and relevant insurance cover.
- They have the address and phone number of the visits venue and have a contact name.
- There is a contingency plan for any delays including a late return home.
- Ratios of staff to pupils are appropriate.
- Parents have signed consent forms.
- Arrangements have been made for the medical and special educational needs of the pupils.
- Adequate first aid provision will be in place.
- The mode of transport is appropriate.
- Travel times out and back are known in school.
- The group leader and helpers have a copy of the agreed emergency procedures.
- The group leader and helpers have the names of all the adults and pupils travelling in the group, and the contact details of parents and the teachers and other helpers' next of kin.

## **Responsibilities of Nominated Group Leader**

Group leaders, who must be a member of the teaching staff, have a common law duty of care towards the pupils in their charge. The Senior Leaders should ensure that in the case of an NQT being a group leader, adequate support is in place to ensure the health and safety of all involved in the trip. Group leaders must recognise their responsibilities:

- Obtain the EVC's prior agreement before any off-site visit.
- Follow LA and School Standards Board guidelines.
- Appoint a deputy (preferably another teacher).
- Have ownership of the risk assessments.
- Pre-visit the site.
- Evaluate the trip after the event (using appropriate forms).
- Clearly define each helper's role and ensure all tasks have been assigned.
- Be able to control and lead pupils of the relevant age group.
- Be suitably competent to instruct pupils in an activity and be familiar with the location/centre where the activity takes place.
- Where an outside provider is used, there must be evidence of the Quality Badge which can be checked on the Council for Learning Outside the Classroom website. If they do not have the Quality Badge then appropriate paperwork must be sent to the provider for completion.
- When working with outside providers no disclaimers are to be signed with regard to supervision.
- Be aware of safeguarding issues.
- Ensure adequate first aid provision is in place.
- Undertake and complete the planning and preparation of the visit including the briefing of group members and parents.
- Undertake and complete a comprehensive risk assessment.
- Review all undertaken visits/activities and advise EVC where adjustments may be necessary.
- Ensure that teachers, teaching assistants and helpers are fully aware of what the proposed visit entails.
- Have enough information on the pupils proposed for the visit to assess their suitability or be satisfied that their suitability has been assessed and confirmed.
- Ensure staff pupil ratio is appropriate for the group.
- Consider stopping the visit if the risk to the health or safety of the pupil is unacceptable and have in place procedures for such an emergency.
- Ensure all helpers have details of the school contact.
- Ensure all helpers have copies of the emergency procedures (Emergency Action Plan).
- Ensure that all helpers have details of the medical or special needs of the pupils.
- Observe the guidance set out for teachers.

## **Teachers/Teaching Assistants**

Teachers/Teaching Assistants must do their best to ensure the health and safety of everyone in the group and act as any reasonable parent would in the same circumstances.

They should:-

- Follow the instructions of the group leader and help with control and discipline.
- Consider stopping the visit or the activity, notifying the group leader if they think the risk to the health and safety of the pupils in their charge is too great.

## **Adult Volunteers**

Additional adults on the visit should be clear about their roles and responsibilities during the visit. Appropriate DBS clearance is required, as laid down in the Safeguarding Policy.

They must:-

- Do their best to ensure the health and safety of everyone in the group.
- Not be left in sole charge of pupils except where it has been previously agreed as part of the risk assessment.
- Follow the instructions of the group leader and teacher supervisor and help with the control and discipline.
- Speak to the group leader or teachers if concerned about the health and safety of the pupils at any time.

## **Pupils**

The group leader must make it clear to pupils that they must:

- Not take unnecessary risks.
- Follow the instructions of the leader and other helpers including those at the venue.
- Dress and behave sensibly and responsibly.
- Look out for anything that might threaten themselves or anyone in the group and tell the leader or helpers about it.
- If participating in a residential trip, ensure a code of conduct is signed.

**Any pupil whose behaviour may be considered to be a danger to themselves or to the group may be stopped from going on the visit.**

## **Parents**

Parents are informed before any off-site visit and they are asked to sign a consent form at the beginning of the school year to say they are happy their child participates in local trips within the school day. The group leader should ensure that parents are given sufficient information in writing. The group leader should also tell parents how they could help prepare their child for the visit, e.g. reinforcing the visit's code of conduct. Parents should also be asked to agree the arrangements for sending a pupil home early and **need to understand that they would be expected to pay any costs involved.**

Parents will need to:

- Provide the group leader with emergency contact numbers.
- Sign the consent form.
- Give the group leader information about their child's emotional, psychological and physical health, which might be relevant to the visit.

## **Pre-Visits**

In order to undertake a full and comprehensive assessment of risks, it will be preferable in most cases to undertake a pre-visit. Even when the visit is made regularly, risks should be reassessed from time to time. When undertaking risk assessment, a number of variables need to be taken into account.

- the number of pupils involved
- the age of the pupils, their sex, ability and general behaviour
- the previous experience of the group undertaking off-site visits
- the time of day and time of year
- the travel arrangements
- the hazards at the environment being visited
- the numbers, experience and quality of staff and volunteers
- the nature of the activities
- the special educational or medical needs of the pupils
- the quality and suitability of available equipment
- seasonal weather conditions
- emergency procedures
- how to cope when a pupil becomes unable or unwilling to carry on
- the need to monitor the risks throughout the visit

Parents should always be made aware when their children are leaving the school premises. Even for a local walk, which is theoretically covered under the consent form parents sign when their child starts school, parents should be sent a brief note/email/text explaining the offsite activity in advance of the visit.

## **First Aid**

There should be a qualified first aider on every visit. A first aid kit should be taken on every visit.

## **Staff/Pupil Ratios**

LA uidelines on staff pupil ratio should be adhered to on all school visits. The ratios indicated are subject to risk assessments and may need to be higher. The judgement will be based on knowledge of the group. The suggested ratios are:

### **Day Visits**

**KS1 = 1 adult to every 6 pupils**

**KS2 = 1 adult to every 8 pupils**

**KS3 = 1 adult to every 10 pupils**

**There must be a minimum of two adults with any group**

### **Residential Visits**

**Under 16 years = 1 adult to every 8 pupils**

**There must be a minimum of three adults with any group**

These ratios should take into account:-

- Sex, age and ability of the group
- Pupils with special educational or medical needs
- Nature of activities
- Experience of adults in off site supervision
- Duration and nature of the journey
- Competence of staff, both general and on specific activities
- Requirements of the organisation/location to be visited
- Competence and behaviour of pupils
- First aid cover

Where there is more than one teacher on the visit, a group leader should be appointed who has the authority over the whole group.

When parents are taken on visits they should be carefully selected. They must be fully briefed before the visit. It should also be noted that for the protection of both adults and pupils, all adults should ensure that they are not alone with a pupil whenever possible. All adults on a visit should clearly understand their roles and responsibilities at all times.

It should always be clear that the teacher is responsible for the group at all times.

### **Head counts**

Whatever the length of the visit, regular head counts should be taken of the children, particularly before leaving any venue. All adults should carry a list of all the pupils and adults involved in the visit. Pupils should be easily identifiable. The group leader should identify rendezvous points and tell pupils what to do if they get separated from the group.

## Emergency Procedures

Teachers in charge of visits have a duty of care to make sure that their 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.

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
- Inform school or the home contact (See Emergency Action Plan document)
- Ensure that a teacher accompanies any casualties to hospital if necessary and the rest of the group are supervised
- Notify the police if needed
- Ascertain telephone numbers for any future calls
- Write down accurately all relevant facts and witness details and preserve all vital evidence
- Keep a written account of all events, times and contacts after the incident
- Complete an accident report form as soon as possible
- No one in the group should speak to the media and no names should be provided
- No one in the group should discuss any legal liability with other parties

In an emergency the group leader would usually take control of the situation.

The home contact's main responsibility is to link the group with the school and to provide assistance as necessary. This named person should have all the information about the visit.

## Transport

The group leader should consider

- Passenger safety
- Type of journey
- Traffic conditions
- Insurance cover
- Weather
- Journey time and distance
- Stopping points on longer journeys
- Supervision

All coaches **must** be fitted with seatbelts. If public transport is to be used, all pupils and supervisors must be fully briefed as to procedures on platforms, at bus stops, on busy streets etc.

## **Use of cars**

This should generally be discouraged but if used, the following should be adhered to

- the car should be roadworthy
- the driver has the appropriate licence
- the driver has the appropriate insurance
- drivers ensure pupils wear seat belts and sit in booster seats if necessary.
- parents or any other adults should never be in a position where they are left alone in a car with a child and a central dropping off place is arranged.

## **Swimming pools**

A minimum supervision level of 1 adult to every 12 pupils is recommended, in addition to the swimming teachers.

The following checks should be made

- is there constant pool supervision by a sufficient number of qualified staff?
- is the water temperature appropriate?
- where there is no lifeguard the leader should stay on the pool side at a raised location and the group leader should have the relevant life-saving award
- is the water clear?
- are there signs indicating depth of water?
- does the pool cater for children with disabilities?
- does the deep end allow for safe diving?
- are there a resuscitator and other pieces of first aid and rescue equipment and is there someone trained to use them?
- is there a changing room for each sex?
- are the changing and showering facilities safe and hygienic?
- can clothes be stored safely?
- have the pupils been instructed how to behave around water?

## **Residential visits**

Staff ratio should be at least 1 member of staff for every 8 pupils.

- There must be at least one adult from each sex for mixed groups
- There should be a member of staff on standby who is able to join the trip if someone on the trip is needed elsewhere
- A telephone tree of contact numbers should be established prior to the visit in case of emergency.
- The group should ideally have adjoining rooms with teachers' quarters next to the pupils rooms – the leader should obtain a floor plan of the rooms reserved for the groups use in advance;
- There must be separate male and female sleeping/bathroom facilities for pupils and adults
- The immediate accommodation should be exclusively for the groups use

- There should be appropriate and safe heating and ventilation
- The whole group should be aware of the lay out of the accommodation, its fire precautions/exits, its regulations and routines, and everyone can identify key personnel
- Security arrangements where the reception is not staffed 24 hours a day, security should be in force to stop unauthorised visitors
- All staff employed at the centre should be checked on their suitability for working with young people
- Locks on doors should work in the groups rooms but appropriate access should be available to teachers at all times
- There should be drying facilities
- There should be adequate space for storing clothes, luggage, equipment
- There should be adequate lighting
- There should be provision for children with special needs and for those who fall sick
- Balconies should not be used, windows secure, electrical connections safe
- Where possible pupils should not be lodged on ground floor rooms
- The fire alarm must be audible throughout the whole accommodation
- There should be recreational facilities for the group
- There should be an appropriate number of supervisors on duty during the night
- Consideration will be given to children with specific needs and reasonable adjustments will be made.

### **'Plan B'**

Despite the most detailed pre-visit planning, things can go wrong on the day, eg parent helper is unavailable, member of staff is ill, weather is unsuitable, transport fails to arrive, museum have lost booking etc. To avoid having to make important decisions under pressure, it is important that some thinking is done in advance, in order to cater for any foreseeable eventuality. This comprises 'Plan B'

### **Equality Impact Assessment**

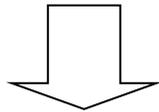
This policy has been reviewed with the equality impact considerations as laid down in the Trust's Equality Policy.

### Off-site Activity Considerations

Essential Research	Travel	Venue	Communications	Emergency procedures
<p><b>1. Knowledge of group.</b></p> <ul style="list-style-type: none"> <li>❖ Age</li> <li>❖ Gender</li> <li>❖ Previous experience</li> <li>❖ Ability</li> <li>❖ Numbers</li> <li>❖ Match to activity</li> </ul> <p><b>2. Special requirement</b></p> <p><b>3. Establishments staffing requirements</b></p> <ul style="list-style-type: none"> <li>❖ Qualifications and experience</li> <li>❖ Ratio to group</li> <li>❖ Constraints</li> </ul> <p><b>3. Safety guidelines</b></p>	<p><b>1. Assembly areas</b></p> <ul style="list-style-type: none"> <li>❖ Arrival</li> <li>❖ Size/location</li> <li>❖ Security/lights</li> <li>❖ Slips/trips/falls</li> <li>❖ Weather</li> <li>❖ Behaviour</li> </ul> <p><b>2. Mode of transport</b></p> <ul style="list-style-type: none"> <li>❖ Minibus, coach, train.</li> <li>❖ Company vetting</li> <li>❖ Suitability of transport/toilets etc.</li> <li>❖ Seat belts</li> <li>❖ Competency of drivers</li> <li>❖ Traffic conditions</li> <li>❖ Distance/driving hours</li> <li>❖ Routes/terrain</li> <li>❖ Weather conditions</li> <li>❖ Supervision ratios</li> <li>❖ Breakdown procedures</li> <li>❖ Passenger illness</li> <li>❖ First Aid Kit</li> <li>❖ Communication with base and other vehicles in party.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Security</li> <li>❖ Fire procedures, exits, assembly points</li> <li>❖ Guard rails on stairs/landings</li> <li>❖ Slips, trips, falls</li> <li>❖ Moving vehicles</li> <li>❖ Hygiene</li> <li>❖ Catering</li> <li>❖ Student 'no go' areas</li> <li>❖ Assess surrounding areas, main roads, ponds, railways etc</li> <li>❖ Medical facilities</li> <li>❖ Contact details</li> <li>❖ Child protection vetting</li> </ul>	<ul style="list-style-type: none"> <li>❖ Contact numbers within the group.</li> <li>❖ Mobile phone</li> <li>❖ Signal strength/poor reception area</li> <li>❖ Spare batteries</li> </ul>	<ul style="list-style-type: none"> <li>❖ Sufficiently qualified First Aiders</li> <li>❖ First Aid Kit</li> <li>❖ Spare clothing</li> <li>❖ Water</li> <li>❖ Map</li> <li>❖ Medical emergencies</li> </ul>
			<b>Activity/ Programme</b>	<b>Environmental factors</b>

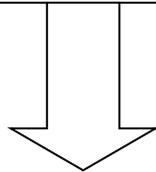
# What to do if you want to go on a day trip...

1. **Fill in the Offsite Approval form to apply for approval and submit to EVC along with the necessary risk assessments - to be completed by the nominated Group Leader during a pre-visit if possible.**  
(At least a month before a day visit)



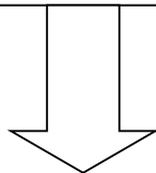
## **If approved:**

2. Book Visit
3. Book Transport
4. Send letter home (this should be done at least two weeks before the planned date of the visit). The office has an up to date copy of the necessary permissions.



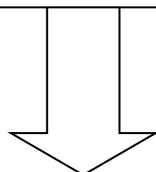
## **Prior to the visit:**

6. Hold briefing meeting for all adults.
7. Obtain emergency contact numbers



## **On the Day of the Visit**

8. Collect first aid kit(s) and accident forms.
9. Collect or send pupils for asthma inhalers
10. Brief supervising adults
11. Give supervising adults their group list (if not previously done)
12. Ensure that at least one supervising adult is contactable by mobile phone and that the school office has the number.
13. Count pupils before you leave school and at regular intervals during the day.



14. **Evaluate the visit**

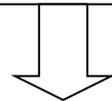
# What to do if you want to go on a residential trip...

1. Fill in the Offsite Approval form to apply for approval and submit to EVC along with the necessary risk assessments to be completed by the nominated Group Leader during a pre-visit if possible.  
(3 to 4 months before the residential visit)  
The EVC will then check the documentation through and forward it to the LA



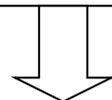
## If approved:

2. Book Visit
3. Book Transport
4. Send letter home (this should be done asap before the planned date of the visit to allow for payment plans).



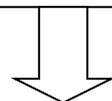
## Prior to the visit:

5. The Group Leader should hold a parents' meeting to inform them of the trip itinerary and emergency procedures and to issue medical consent forms for medication etc. All other accompanying adults and the EVC should be present if possible.
6. The Group Leader should ensure they have all the necessary emergency contact lists and dietary requirements.



## 7. During the visit

Continually refer to the risk assessments and carry out dynamic, on-the-spot, risk assessments for all activities



## 8. Evaluate the visit