

# Walderslade Girls' School

## Educational Visits Policy

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<b>Author:</b>	Deputy Headteacher	<b>Department:</b>	Education
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## Document Change History

<b>Date:</b>	<b>Version:</b>	<b>Description of Changes:</b>
10/23	1.2	Annual review.

## Mission Statement

*“To nurture and develop all people in our Trust so that they reach their full potential academically, vocationally, and personally, including being positive role models for future generations in the community. We will achieve this by providing high quality values-based education that cultivates employability and life skills making our schools the first choice for young people, parents, carers, staff and employers.”*

## Values

The values of Respect, Excellence, Collaboration, Independence, Perseverance, Enjoyment, Leadership, Integrity and Care are central to everything we do at the Skills for Life Trust.

## Statement of Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for students with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

## Purpose

When dealing with trips at The Skills for Life Trust, we aim to: Create a caring, secure and orderly community that ensure access for all, rich cultural diversity and opportunity for all those with protected characteristics. We believe in working towards the Gatsby benchmarks through many pathways including offering opportunity to learn outside of the classroom. This policy takes into consideration: Government legislation as represented in The Education Act 2002 (amended 2011); The Equality Act 2010; The Education and Inspection Act 2006; DFE Exclusion from Academies in England; The Academy Discipline (pupil exclusion and reviews) 2012; The Education Regulations 2017; The Human Rights Act 1998; and the Race Relations Act 1976 (amended 2000).

## Aims for trips

Teach respect for individuals and the understanding that we are all different.

## Monitoring and review

This policy will be reviewed annually, but may be reviewed and updated more frequently if necessary.

## Roles and Responsibilities

### How are students/staff and stakeholders supported in developing positive behaviours in the academy and community?

Walderslade Girls' School (WGS) strives to inspire students through an engaging and balanced curriculum. We aim to provide a safe, secure and happy environment where students can develop confidently in all aspects of school life. Staff should consider the educational aims and desired outcomes when planning an educational trip to ensure that it underpins the school ethos and curriculum.

### What Is the Purpose of Learning Outside the Classroom?

Carefully selected and planned educational visits are known to enhance learning and improve attainment and so form a key part of what makes WGS a supportive and effective learning environment. External trips and visits provide our students with an opportunity to engage with the wider community and experience learning in a 'real life' context. Learning beyond the classroom can help students gain a better understanding of subject areas when they see theory become reality in a relevant and stimulating environment. These opportunities boost student motivation and attainment. Being introduced to a variety of environments and situations supports the social, emotional, cultural and spiritual development of the student as they gain awareness and understanding of others and the world around them.

### What Do We Need from Stakeholders?

Stakeholders refers to any person who has contact and interest in the Academy. Therefore, stakeholders represent students, staff, visitors, trustees, governors and parents.

It is crucial that all stakeholders follow and demonstrate these rules at all times. It is crucial that all stakeholders understand the value placed on this policy. By working together students will make the progress they deserve and become an ambassador for Skills for Life after they leave the Academy.

### The Role of The Headteacher

In accordance with DfE national guidance, the Headteacher has appointed a member of staff as the

Educational Visits Co-ordinator (EVC).

The Head Teacher has responsibility for authorising all educational visits and for submitting those that are overseas, residential, or adventurous to the Local Authority for approval. Visit Leaders are responsible for the planning of their educational visits, and for entering these on EVOLVE. They should obtain outline permission for a visit from the Headteacher prior to making any commitments.

Visit Leaders have responsibility for ensuring that their educational visits will comply with all relevant guidance and requirements and should seek advice from the EVC where necessary.

The EVC will support colleagues over educational 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 visit plans on EVOLVE before submitting them to the Headteacher. The EVC sets up and manages the staff accounts on EVOLVE, and uploads generic school documents, etc. The Chief Executive Officer (CEO) will countersign any overseas or high-risk activities. An annual report of trips and educational visits will be made available to the Governors and can be accessed via EVOLVE.

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

## **Competence to Lead**

We recognise that staff competence is the single most important factor in the safe management of educational visits, and so we support staff in developing their competence in the following ways:

- A mentoring system, where staff new to educational visits assist and work alongside EVC's 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 Headteacher will consider 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.

Staff leading educational visits overseas must be aware that they will be subject to the laws of the host country.

## **Policies This Educational Trips Policy is Linked To:**

Any educational 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, WGS:

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](http://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 educational 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.

As well as this, the Educational Visits Policy also links to the following policies:

- Anti-Bullying policy
- Exclusion policy
- Relationships policy
- Drug/banned substance policy
- Keeping Children Safe In Education
- SEND policy
- Safeguarding and Child Protection policy
- Electronic devices policy

## Transitions

The educational visits policy will be explained to all in year admissions (students that are admitted to the school after the Academic year has commenced), or students transitioning to WGS. All students will be given equal access to educational visits. All information on educational visits will be given in a timely manner for all students, regardless of background to access and attend (subject to available places).

## Types of Educational Visits

### Categories of Trip

WGS will plan and organise a range of external educational visits throughout the academic year. Parents/carers will be notified of these opportunities through letter and Arbor email and written permission will be sought for out of area day visits, residential visits, overseas visits, or adventurous activities.

Types of visits to be arranged in support of the educational aims of the school:

Non-residential visits within the UK that do not involve an adventurous activity. These may include,

but are not limited to:

- Visits to museums
- Farms
- Theme parks
- Theatres
- Places of worship

The Visit Leader must provisionally plan and submit their trip proposal on EVOLVE, staff should follow the check list and procedure in the Appendices. The EVC and Finance Manager will receive the trip proposal and check details of the trip, including costs, before forwarding to the Headteacher for final approval.

Educational Visits that are overseas, residential, or involve an \*adventurous activity.

These follow step 1. above, but notice must be taken of the following information:

- \* Adventurous activity: one which is exciting and challenging and which involves significant inherent risk of harm, without which the activity would lose much of its value, or which takes place in a remote or hazardous location.

OEAP (Outdoor Education Advisory Panel). These may include, but are not limited to:

- Camping
- Rock climbing (including indoor climbing walls)
- Water sports (canoeing/kayaking, sailing)
- Snow sports (skiing, snowboarding, including dry slope)
- Trampoline parks

## **The PE Department**

At the start of the academic year, the PE department will request a one-off blanket consent for students regularly involved in offsite activities for the forthcoming year. The PE department will provide parents/carers with details of the planned fixtures. Further permission will be sought if additional fixtures are organised.

## **Risk Assessment**

WGS Educational Visits Checklist (see appendix A) forms part of the risk management process for visits and off-site activities. This has been adapted from the Local Authority's generic checklist. An educational visit should only go ahead if the answer to all relevant questions is 'YES'.

Charging/funding for visits has a separate policy for Charging and Remissions which apply to all educational visits. This can be found on our school website.



**Inclusion:** When planning visits the school sets out with the intention to include all eligible students. Consideration is taken of factors covered by the Equality Act 2010, such as disabilities and medical needs, all reasonably practicable steps are taken to ensure compliance and inclusivity. Other factors such as behaviour are considered in line with the schools 'Behaviour Policy'. The school reserves the right to withdraw a student prior to, or during a visit if their conduct falls below the minimum standards expected as clearly outlined in the school behaviour policy. Parents/cares may be responsible for costs incurred should their child need to be collected during the course of a visit.

**Transport:** The school maintains an updated list of staff who are qualified and approved to drive the school minibuses. The trust lettings team is responsible for booking the minibuses.

It is the Visit Leaders responsibility to check students are wearing their seatbelts in accordance with the law prior to departure.

Visit Leaders and accompanying staff are responsible for managing groups on public transport and should ensure students are adequately supervised at all times when using public transport.

**Use of staff cars to transport students:** In some circumstances, for example, where pre-booked transport has not materialised, it may be necessary for staff to use their own vehicles to transport students. Where a private (staff or parent) car is to be used to transport young people then this must be approved by the Headteacher, and a copy of insurance information and driving licence must be seen and approved before staff are permitted to use their own vehicle. Students being transported in this way must have explicit permission for this type of travel. Students must not sit in the front seat of a staff vehicle.

## **Evaluation**

Once a visit has taken place, the Visit Leader must complete the evaluation section on their EVOLVE form. This includes evaluating whether identified outcomes were met and whether the planning and risk assessments were effective. The EVC may review any visit where it is felt that procedures or outcomes have not been satisfactory and suggest modifications as a result of findings or feedback from the visit. Visit Leaders may be required to provide a written summary of their visit (including photographs) for promotional purposes.

## **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's emergency plan on dealing with a critical incident during a visit is outlined on the following page. All staff on visits are familiar with this plan and it is tested at least bi-annually and following any major staffing changes.

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

1. There is always a nominated emergency base contact for any visit (during school hours this

- is the office).
2. 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.
  3. For all activities during and outside of normal school hours; the Visit Leader will leave a register of all students and accompanying adults on the visit with the emergency school contact, including the contact details of Parents/Carers and medical information as provided on the consent slips.
  4. Visit leaders will carry:
    - A school mobile phone with the school office number stored in the contacts.
    - An LA Emergency 'Card', containing the contact details of the appointed emergency school contacts. (See EVOLVE Resources).
  5. The Visit Leaders and the base contacts 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.
  6. This Emergency Procedure is tested through both desk top exercises and periodic scenario calls from Visit Leaders.

## Equality Impact Assessment

Who is the policy or process intended for?	Pupils	Employees	Govs/ Trustees	Volunteers	Visitors
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Status of the policy or process:	New policy or process			Existing policy or process	
	<input type="checkbox"/>			<input checked="" type="checkbox"/>	
Analysis					
Protected Characteristic	Impact analysis			Explanation of impact analysis	
	Positive	Neutral	Negative		
Age:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Disability:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sex:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Gender reassignment:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Race:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Religion or belief:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sexual orientation:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Marriage or civil partnership:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pregnancy and maternity:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pupil groups (PP/SEN/CLA):	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Evaluation and decision making					
Summary of action taken:					
Final decision:					