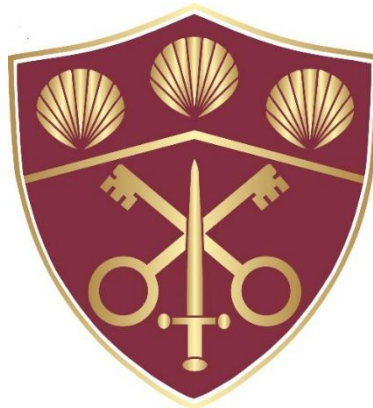


Ad Gloriam Dei et Servitium Omnium

EDUCATIONAL VISITS POLICY

The Palmer Catholic Academy

MISSION STATEMENT



Ad Gloriam Dei et Servitium Omnium

The Academy's Mission promotes the academic and personal development of each member of its community, both students and staff alike.

We serve Christ in each other to the Glory of God and Service of all.



Adoption by Governing Body of The Palmer Catholic Academy:

Date of Implementation: November 2024

Signature of Chair of Governors: *Mrs Leslie-Povoas*

Signature of Headteacher: *Mr Downey*

Review Date: When required

Educational Visits Policy

The academy acknowledges the great value of Educational Visits in broadening and enhancing both the learning and social experience of students.

Under statutory guidance which came into effect on 1st March 2004, all schools are required to have a named Educational Visits Co-ordinator (EVC), who will ensure that the planning and supervision of all visits and adventurous activities meet the DfE requirements and Local Authority guidelines.

The academy's EVC is Mr Rupert Slack, Assistant Headteacher. The Deputy EVC (DEVK) is Mr Joe Allitt, Head of Geography.

ROLE OF THE EVC

The role of the EVC is as follows:

- The EVC will be appointed by, and will act on behalf of the Headteacher.
- The EVC should have practical experience in leading and managing a range of Educational Visits similar to those typically run by the academy.
- The EVC will be the principal contact with the LA over planned visits by the academy.
- The EVC will be involved in the planning and management of Educational Visits including adventure activities run by the academy.
- The EVC should ensure that an appropriate academy policy is in place for Educational Visits and that this is updated as necessary.
- The EVC will be required to attend training and up-date training where appropriate.
- The EVC should ensure that DfE guidance; LA guidance, school policy and/or any other relevant documentation are readily available for access by staff.
- The EVC is required to keep appropriate records of Educational Visits.
- The EVC should seek advice from the LA, or any other personnel, where necessary.

FUNCTIONS OF THE EVC

The EVC will carry out the following functions:

- Liaise with the Local Authority to ensure educational visits meet their requirements including those of risk assessment.
- Support the Headteacher and Governors with approval and other decisions.
- Assign competent people to lead or otherwise supervise a visit.
- Organise the training of leaders and other adults going on a visit.
- Assess the competence of leaders and other adults taking part on a specific visit.
- This will commonly involve training such as first aid, hazard awareness, etc.
- Organise thorough induction of leaders and other adults taking part on a specific visit
- Make sure CRB disclosures are in place as necessary.
- Organise the emergency arrangements and ensure there is an emergency contact for each visit.
- Keep records of individual visits including reports of accidents and 'near accidents'
- Review systems and, on occasion, monitor practice.

APPROVAL FOR VISITS

All matters regarding each visit outside the academy – feasibility, planning, safety, organisation etc. – will require the prior approval of the EVC and final approval from the Headteacher. Approval of

'normal' day visits is at the discretion of the EVC and the Headteacher. However; visits that are overseas, residential or involving an adventurous activity have to be agreed with the Governors.

COMPETENCE TO LEAD

Any member of staff leading a visit will need to have their 'competence to lead' assessed before approval for the visit is given. For the majority of visits this will be assessed by the EVC. In assessing competence to lead, the EVC should therefore consider the following when assessing the competence of a member of staff to lead a visit:

- a) *What are the leader's reasons for undertaking the visit?*
- b) *Is the leader an employee of the academy?*
- c) *Has the leader a real sense of responsibility, extending beyond the teaching of the subject to concern for the students' wellbeing?*
- d) *Does the leader possess the necessary organising ability?*
- e) *Is the leader competent in risk assessment and risk management?*
- f) *What experience has the leader of the students he/she intends to lead?*
- g) *What experience has the leader in leading, or assisting in the leading of similar visits or activities?*
- h) *What experience has the leader of the environment and geographical area chosen?*
- i) *Does the leader possess appropriate qualifications?*
- j) *If appropriate, what is the leader's personal level of skill in the activity, and fitness level?*
- k) *If leading adventurous activities has the leader been 'approved' by the CSA?*
- l) *Is the leader aware of, and able to comply with all relevant guidelines?*

REASONS FOR VISITS

It is essential that all visits have sound and clearly stated educational aims. Visits without a clear educational purpose will not receive approval.

ASSESSMENT OF RISK

'Risk assessment' is a careful examination of what could cause harm to students, staff or others, together with an identification of the control measures necessary in order to reduce risks to a level which, in the professional judgement of the assessor, is deemed to be acceptable (i.e. low).

In considering risk, there are 3 levels of which visit leaders should be mindful:

Generic Risks – normal risks attached to any activity out of school. These will be covered by careful completion of the approval section in Evolve.

Event Specific Risk – any significant hazard or risk relating to the specific activity and outside the scope of item 1 above. These should be recorded in the approval section in Evolve.

Ongoing Risk – the monitoring of risks throughout the actual visit as circumstances change.

PLAN B

Despite the most detailed and sedulous pre-visit planning, things can go wrong on the day, e.g. parent/carer helper is unavailable, member of staff is ill, transport fails to arrive, museum have lost booking, etc. To avoid having to make important decisions under pressure, it is important that some advanced thinking is done to cater for any foreseeable eventuality. This takes the form of **Plan B**.

STAFFING RATIOS

A professional judgement must be made by the Visit Leader, EVC and Headteacher as to the appropriate ratio for each visit (a ratio of 1 to 10 is used at TPCA for years 7 to 11 where public transport is involved). This will be determined by:

- type, duration and level of activity
- needs of individuals within the group (SEND)
- experience and competence of staff and accompanying adults
- nature of the venue
- weather conditions at the time of year
- nature of transport involved

SUPERVISION

Students must be supervised throughout all visits. However, there are circumstances when they might be unaccompanied by an adult (remote supervision). The decision to allow remote supervision should be based on risk assessment and must take into account factors such as:

- prior experience of students
- age of students
- responsibility of students
- competence/experience of staff
- environment/venue

ROLE OF SUPERVISING PARENTS/CARERS (NOT CURRENTLY USED AT TPCA)

Supervising parents/carers must be fully briefed on the programme, venue, activities, supervision arrangements and their responsibilities. They must also be given a written list of the students in their immediate care.

FIRST AID

The level of first aid provision should be based on risk assessment. On all visits there should be a member of staff who has a basic knowledge of first aid. First aid kits are available from the academy office. If the visit involves the party splitting up by any distance, a kit should be taken for each group.

TRANSPORT

Travel arrangements should be included in the risk assessment. If public transport is to be used, all students and supervisors must be fully briefed as to procedures on platforms, at bus stops, on busy streets etc.

If travel is by coach or minibus, all students must wear a seat belt. Staff must ensure that students comply with this rule; students may also be asked to check the seat belt of their neighbour. If a minibus is being borrowed or hired, the driver must have passed the London Borough of Redbridge mini bus test.

WATER 'MARGIN' ACTIVITIES

Where students might participate in learning activities near or in water, such as a walk along a riverbank or seashore, collecting samples in ponds or streams, or paddling or walking in gentle, shallow water, then the guidance contained in DfE's '[Group Safety at Water Margins](#)' is relevant. All staff, including parents/carers, should be provided with a copy of this guidance prior to the visit. A hard copy of this is available in the academy from the EVC.

SEEKING PARENTAL CONSENT

Parents/carers should be made fully aware of any likely risks of the visit and their management, so they may consent or refuse on a fully informed basis (known as 'Acknowledgement of Risk').

The letter to parents/carers should therefore give full details of the visit, the reason for the visit (educational aims), supervision arrangements and the transport arrangements. Ensure that details of other incidental activities is included, together with Plan B if appropriate. The letter should also state the cost of the visit per child. Letters will include links to Google Forms for parents/carers to give consent and provide any relevant information.

FINANCE ARRANGEMENTS

The Visit Leader should ensure that:

- each visit is accurately costed and budgeted for;
- adequate allowances are made for additional unforeseen costs and changes in circumstances;
- financial plans – especially for more complex and committing visits – are checked over and agreed first by the Headteacher/Deputy Headteacher/EVC before financial commitments are made; for visits that involve substantial commitment financially (e.g. overseas expeditions), no firm bookings or financial commitments are made until the visit has been agreed
- the costs of the visit are made clear to all concerned (including parents/carers), including how much will come from academy funds, and how much each parent/carer will be charged or asked to contribute

The Visit Leader must forward ParentPay cost details to the Finance Manager. These should include:

- title of the proposed visit
- brief resume of the proposed visit
- which students the visit is open to (e.g. Year group)
- total cost
- deposit and instalment information (where necessary)

EDUCATIONAL VISITS – STEPS FOR GAINING AUTHORISATION FOR A VISIT

6 weeks in advance of trip:

- Login to Evolve to obtain preliminary approval from Headteacher.
- <https://evolve.edufocus.co.uk/go/help/guidebookview.asp?guideid=8&guidestep=1&categoryid=1>
- The visit leader must fill in the approval section [at least 6 weeks in advance to gain preliminary approval](#) from the Headteacher.
- Check school calendar for existing school activities on the same day
- The form will automatically be submitted to the Headteacher, EVC and DEVC
 - Actions for HR and Cover Officer – let Headteacher know about cover
 - Actions for EVC and Headteacher - approve or decline the trip
 - Actions for DEVC – book TFL tickets if required
- The trip leader will receive preliminary approval via Evolve (email) from Headteacher

After [preliminary approval](#)

- Create initial letter to parents/carers and send to Headteacher for approval
- If it is the first time visiting a site, carry out a pre-visit risk assessment

At least 2 weeks before trip

- The trip leader must login to Evolve and complete the remaining sections, including student names and any specific risk assessments
- The form will be automatically submitted to Headteacher, EVC, DEVC (TFL tickets), Head of Business Operations (trip phone) for final approval

On receipt of final authorisation

- Send information required for ParentPay to the finance team
- Book visit
- Book transport and send invoices to Finance
- Send letter to parents/carers
- Request permission from parents [via ParentPay](#)
- Send additional letter to FSM parents
- Let kitchen know how many FSM lunches are required (at least 1 week in advance)
- Provide welfare room with list of those attending trips, request medical information and medicines for the trip

Day before / morning of visit

- Send email to employees@tpc.academy
- Send Attendance Officer a list of students attending trip, listed in year groups, classes, alphabetically by surname (day before). The list must be taken from Evolve.

On Day of visit

- Collect First Aid kits, emergency student medication and medical conditions list from welfare room
- Collect trip phone, stickers and phone information
- Ensure each student attending trip has emergency medication (either on their person or provided by the academy)
- Distribute phone stickers to every student
- Brief supervising staff
- Give supervising staff their list of students
- Send Attendance Officer a final list of which students have attended the trip
- Count students regularly

After visit

- Return first aid kits and student medication to the welfare room before students return to the academy
- Return phone to Bede Office
- Create a debrief report, covering what went well and what could have been done better
- Record any incidents and return to the Headteacher ASAP, within 1 day of return
- Complete the evaluation form on Evolve
- <https://evolve.edufocus.co.uk/go/help/guidebookview.asp?guideid=8&guidestep=1&categoryid=1>