



**Transforming  
Futures**  
TRUST

## Educational Visits Policy

Policy Information	
Policy Owner	Headteachers
Issue Version	V2
Approving Committee	Education and Safeguarding Committee
Adopted Date	July 2021
Review Cycle	Bi-Annual
Last Review Date	Jun 2024
Next Review Date	Jun 2026

### Adoption of the Policy

This Policy has been adopted and reviewed by the Trustees of Transforming Futures Trust

Signed:

Date: 19.08.24

Chair of the Education and Safeguarding Committee



## Version Control Amendments

Version No	Date	Summary of Changes
V2	June 2024	Updates to EVC and Consent

## 1. Introduction

This policy covers Educational Visits and Outdoor Learning Activities throughout the different Academies and settings. This policy should be read in conjunction with each Academy's Learning Outside the Classroom (LOTC) procedures which details the specific procedures for each setting.

The management of educational visits and outdoor learning places particular responsibility for the health, safety and welfare of all participants, leadership team, Principals, the visit leader, members of staff and volunteers, pupils and parents/carers. The Trust also has responsibilities to members of the public and to third parties. This policy on educational visits and outdoor learning therefore complements the wider Trust health and safety policy.

It is a priority of this Trust that all visits and off-site activities are safe, well-managed and have clearly articulated learning outcomes. The Board endorses the adoption of the Outdoor Education Advisers Panel National Guidance see <https://oeapng.info>

## 2. Benefits

Outdoor learning and visits enrich and extend the curriculum in many subject areas and may include the

following outcomes:

- Curriculum Enhancement.
- Adopting a positive attitude to challenge, learning and adventure.
- Developing personal confidence and character.
- Developing self-awareness and social skills.
- Appreciating the natural environment and the importance of sustainable development.
- Acquiring a range of psychomotor skills.
- Demonstrating initiative, resilience, self-reliance and responsibility.
- Developing skills in communication, teamwork, problem solving and leadership.
- Appreciating the benefits of physical fitness and lifelong activity.
- Increasing their motivation and appetite for learning.
- Broadening horizons and becoming open to a wider range of life choices and employment opportunities.

Residential opportunities and adventurous activities can play a significant role in the development of personal and social qualities for all young people as well as raising aspiration and achievement. Outdoor activities can contribute to a healthy lifestyle and encourage an interest in lifelong activity. They can also help young people to understand how to be safe by assessing and managing risk. For comprehensive information on the benefits of residential experience see 'Learning Away – Brilliant Residential':

<http://learningaway.org.uk/>. For a full and comprehensive statement of the benefits of outdoor learning see the OEAP website: <http://oeapng.info>

### 3. Roles and responsibilities

#### **The Headteachers**

The Headteachers will:

- Ensure all visits and outdoor learning activities have appropriate and clearly articulated learning outcomes.
- Approve all visits and activities, based on compliance with relevant local authority (LA) guidance, recognised best practice and the Trust's policy.
- Ensure off-site activities and visits are led by competent staff who are suitably experienced to assess the risks, manage the activity and manage the particular group of young people.
- Check that the staffing ratio is appropriate for each visit.
- Ensure visit leaders have access to a planning checklist, based on the National Guidance, and adapted as necessary to meet the particular needs of the Trust.
- Check that risks have been assessed, significant risks recorded, and suitable control measures are in place.
- Monitor educational visits and outdoor learning and provide a regular report to the Executive Principal about the activities which have taken place.

#### **The Educational Visits Coordinator**

This role may have a different name in each Academy, which will be detailed in the specific LOTC Procedure.

In order to carry out the above responsibilities effectively the Headteacher may delegate specified tasks to a suitably experienced and competent Educational Visits Co-ordinator (EVC). The Headteacher will be considered to be the EVC where tasks are not delegated to a named member of staff. The EVC will be responsible for carrying out agreed tasks and must attend the relevant training provided by LA.

The EVC will:

- To be the principal contact with the LA over planned visits.
- To establish monitoring systems to ensure that educational visits are undertaken in accordance with LA guidance and the school specific arrangements at each site.
- To ensure that the management of visits and off-site activities is informed by an appropriate risk assessment.
- To draw up the Standard Operating Procedures for 'routine and regular' visits and activities.
- To manage and update the Evolve website, including updating staff lists and training records.
- To ensure that approval and endorsement arrangements for all visits are in accordance with LA requirements.
- To provide staff with training, support, advice, and the information that they need to comply with LA requirements.
- To ensure that leaders and staff have any relevant qualifications and are competent to lead and support visits and activities.
- To ensure that procedures to inform parents and to obtain their consent where necessary are in place.
- To ensure that appropriate emergency arrangements are in place for visits and off-site activities.

- To review accident and incident reports relating to visits and off-site activities to ensure that any lessons are learnt.
- To ensure that any third-party provider/contractor/coach has been vetted for competence in accordance with the requirements of LA.

### **The Visit Leader**

The Visit Leader will:

- Follow the specific procedures within their own LOTC procedures.
- Have overall responsibility for the supervision and conduct of the visit or activity.
- Articulate clearly the learning outcomes of the visit/activity.
- Where appropriate, appoint a Deputy Leader who can take over at any time.
- Clearly define the roles and responsibilities of all adult helpers
- Obtain approval before any visit or outdoor learning activity takes place.
- Assess the risks involved and amend as appropriate any previously recorded risk assessment.
- Inform parents fully about the visit and gain their consent, where appropriate
- Establish emergency procedures for all elements of the visit.
- Ensure adequate first aid provision is available.
- Re-assess risks while the visit or activity takes place.
- Ensure there is a contingency plan should a significant change to the programme be necessary due to weather or other factors.

### **Responsibilities of additional members of staff assisting with visits and outdoor learning:**

- Assist the visit leader to ensure that the intended learning outcomes are being addressed.
- Assist the visit leader in ensuring the health, safety and welfare of young people on the visit.
- Be clear about their roles and responsibilities whilst taking part in a visit or activity.

### **Responsibilities of parents/carers**

Parents have an important role in deciding whether a visit or outdoor learning activity is suitable for their child. Subject to their agreement to the activity parents should:

- Support the application of any agreed code of conduct.
- Inform the visit leader about any medical, psychological or physical condition relevant to the visit.
- Provide an emergency contact number.
- Sign the consent form

## 4. Procedural Requirements

The procedural requirements are detailed in each academy's individual LOTC Procedures.

## 5. Consent

When an activity is part of a planned curriculum in normal curriculum time and no parental contributions are requested, it will be covered by the consent forms that are completed as part of the student induction pack completed at the beginning of the academic year for generic non-adventurous trips. However, in the interests of good relations between the academies and the home, it is good

practice to ensure that parents/carers are fully informed. This is a useful opportunity to remind parents that they have given consent, and to give them an opportunity to withdraw it, should they so wish.

When an activity is part of a planned curriculum in normal curriculum time, no parental consent is needed. However, in the interests of good relations between the academies and the home, it is good practice to ensure that parents/carers are fully informed and annual consent should be gained.

Annual consent can be gained as part of the consent forms that are completed as part of the student induction pack completed at the beginning of the academic year. Staff should still ensure that parents and carers are informed of any off-site visits ahead of them taking place where possible. This is a useful opportunity to remind parents that they have given consent, and to give them an opportunity to withdraw it, should they so wish.

Consent for adventurous activities can also be gained annually, provided that parents and carers are fully informed of the activities, locations and dates their child will be participating in adventurous activities. Parents and carers should also be informed of any inherent risks that may be involved in adventurous activities as part of a participation statement.

Visits/activities operating under the blanket consent form must follow the Trust's guidance that makes it clear how the activity should be planned and delivered, meeting all necessary recommendations and requirements, as well as assuring educational quality.

Residential visits, foreign visits, adventurous activities or activities for which a charge is made will need specific informed consent, including agreement to any payment or cancellation terms.

The Trust has a Charging and Remissions Policy in place which is based on advice from the Department for Education (DfE) on charging for school activities and the Education Act 1996, sections 449-462 of which set out the law on charging for school activities in England. Academies are required to comply with this.

## 6. Trips & Visit Requirements

### Insurance

Headteachers must ensure that suitable insurance arrangements are in place to cover the activity. The Trust is a member of the Department for Education's (DfE's) Risk Protection Arrangement. Details of the cover provided by RPA can be found at:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/825739/RPA\\_membership\\_rules\\_academies\\_2019.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/825739/RPA_membership_rules_academies_2019.pdf)

### Risk Assessments

Require them to provide a copy of their risk assessments and a copy of their Health and Safety Policy.

## 7. Monitoring and Evaluation

The Headteachers monitor the evaluation of trips and visits in accordance with the LOTC procedures. The Trust Education & Safeguarding Committee are responsible for ensuring Trips and Visits operate in accordance with this policy.