



Educational Visits Policy

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Signed: Diane Robinson/Tracey Lecointe

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Introduction

New Bridge Alternative Education support and safeguard our pupils whilst enabling them to live life to the full. Staff and course providers all have a duty of care to students, any accompanying adults, each other, and themselves to ensure that they are kept safe and well and that in the event of any incident they can respond appropriately to minimise risk.

Educational Visits

New Bridge aims to equip all pupils to live life to the full, enabling them to realise their potential; thrive in the world of work; and make a positive contribution to the local, national and international community.

Outdoor Learning and educational visits offer unique opportunities to fulfil this aim, contributing significantly to both the curriculum and to the wider development of pupils. They offer the opportunity for developing teamwork, self-confidence, problem solving, self-reliance and responsibility, whilst offering new challenges and environments to support learning. Increasingly Outdoor Learning is being recognised for its contributions to well-being and healthy lifestyles. Such activities are an integral part of an ambitious and well-designed curriculum that gives all learners the knowledge and capital they need to succeed in life¹.

They can contribute towards:

- Quality of education through direct curriculum links
- Overall development of knowledge and “cultural capital”²
- Personal development through discovering interests and talents
- Character development, including resilience, confidence, and independence.

New Bridge Alternative Education will encourage staff in undertaking visits and will provide support to staff in the detailed planning and organisation of such visits. Each Academy will ensure that all pupils have an entitlement to take part in enrichment activities in line with the schools, and that their participation is not prejudiced by any protected characteristic.

Each Academy will make reasonable adjustments to enable the inclusion of pupils with a disability or who have medical needs

New Bridge Plan

ALL students will be actively encouraged to take part in educational visits during their time at school

- ALL students will be actively encouraged to take part in at least one day visit each academic year.
- ALL students will be actively encouraged to take part in at least one outdoor learning experience in each subject area during their time at school

- ALL students will be actively encouraged to take part in at least one experience that develops personal and life skills during their time at school.

Directors Responsibility

Directors / Principal must ensure:

- written guidance is available to staff including advice on risk assessment.
- training is provided to ensure staff understand the guidance and their role in delivery;
- provision to competent advice is available through a named adviser.
- appropriate arrangements are in place for the approval of visits, where these are delegated responsibility is clearly defined;
- appropriate insurance cover is in place.
- plans are in place to effectively support academies in the event of a critical incident;
- procedures are in place to monitor compliance with guidance.

On a day-to-day basis, the Principal/Director is responsible for approving all educational visits. Where the responsibility for approving some or all visits is delegated by the Head Teacher, they should give clear written details of the terms and boundaries of delegation. In particular, they should ensure that:

- the educational purpose of visits is meaningful and contributes to the broad and balanced curriculum offered by the school.
- group leaders are competent to lead proposed visits.
- the overall planning is appropriate.
- emergency procedures are in place should a major incident occur during a visit. Where a school contact is not the Head Teacher, that contact must have the authority to make significant decisions.
- serious accidents, incidents and near-misses are thoroughly investigated and reported appropriately.

Educational Visits Coordinator

The New Bridge Alternative Education Educational Visits Coordinator (EVC), must facilitate the effective planning, management and evaluation of all visits within the remit of this policy. In particular, the EVC should:

- ensure procedures for the approval, administration and evaluation of visits are followed;
- support group leaders in planning visits;
- scrutinise the planning of each visit, ensuring it is appropriate and of sufficient detail for the complexity of the visit
- ensure staff or volunteers accompanying visits are competent, confident and accountable
- assist group leaders with risk assessment and risk management processes;
- ensure the adequate inclusion of pupils with Special Educational Needs or Additional Medical Needs;
- liaise with the DSL to ensure adequate safeguards are in place if required by particular participants, including any individual risk assessments required;
- review and monitor systems, practice and individual visits and activities.

Visit Leader

One member of staff must have overall responsibility for the planning, management, supervision and conduct of any educational visit or activity. The Visit Leader is the key person in ensuring the successful and safe delivery of the planned activity.

The Visit Leader is expected to remain with the group and stay in the same accommodation, close to the group, unless specific approval has been given for remote supervision. Any member of staff may be the Visit Leader providing they are sufficiently competent, confident and accountable.

When approving the visit, the Director/Head Teacher will consider the complexity of the visit against the experience and ability of the suggested visit leader. The visit leader must:

- have the experience, and when appropriate qualifications, to safely control the group on the planned activity and to lead the team of supporting adults.
- be aware of and adhere to National Guidance when planning a visit;
- gain initial approval to conduct the visit from their Head Teacher
- complete all necessary planning and preparation before the visit, including assessing the risks to participants.
- agree a budget before launching the trip.
- provide written information to parents and ensure appropriate consent is obtained;
- clearly define the roles and responsibilities of other staff or volunteers accompanying the visit

During the visit:

- maintain appropriate levels of supervision throughout the visit;
- ensure that all activities are appropriate for the age, aptitude and experience of the participating students.
- provide adequate briefings to participating students, staff and volunteers.
- through dynamic risk assessment, adjust plans as necessitated through changing circumstances, including being prepared to stop an activity.
- be aware of any child protection or medical issues of pupils participating in the visit.
- appoint a member of staff (which may be themselves) to deal with any first aid needs that arise;
- be aware of their academy's critical incident procedure and have the necessary contact details to deal with an emergency;
- remain responsible for finances given to them for the visit including obtaining receipts for expenses.

After the visit:

- review the visit and record brief details
- provide a record of financial transactions during the visit to the Trust finance team and return receipts for all expenses.
- follow the reporting procedures for any incidents or accidents that happened during the visit.

Assistant Leaders

The group leader will often be supported by several other members of staff. All adults accompanying a visit act in "loco parentis" and have a duty of care towards those they are supervising; this duty requires them to do everything they reasonably and practicably can to ensure the health, safety and

welfare of participants. The visit leader must ensure that all accompanying staff are clear about what they are required to do during the visit. Accompanying staff should:

- Be familiar with the risk assessment for the trip and follow this advice.
- Be clear of exactly who they are responsible for supervising if the group is separated.
- Know how to always contact the group leader.
- Know what to do in an emergency.
- Bring to the Group Leader's attention any risks they feel are not acceptable.
- Be prepared to immediately act if they feel an action will place an individual at risk.
- Contact the Head Teacher (or other SLT member) if they feel their concerns are justified but are being ignored.

Volunteers (including parents & student teachers)

Where the visit leader proposes to use volunteers (such as parents, student teachers or other adults) to assist and/or accompany the visit, this must be discussed early during the planning stage.

High Risk Activities

Higher Risk activities are subject to an additional level of scrutiny at Trust level. This includes:

- Any visit outside England, Scotland or Wales
- Residential activities
- Adventurous activities (either on-site or off-site, with caveat below)
- Visits with significant elements of remote supervision

Adventurous Activities include:

Multi-activities at commercial centre	Abseiling	Air activities (less commercial flights)
**Archery	Assault courses	Bell boating
Bushcraft	Camping in wild country	Camping on campsites
Caving	Clay pigeon shooting	**Climbing walls
Coasteering	Cycling (road or track)	Dog sledging
Dragon boating	**Field/Environmental studies	Free running
Go Karting	Gorge walking	Ghyll scrambling
Hang gliding	Horse/pony riding	Hovercraft
Improvised rafting	Jet skiing	Kayaking
Kite surfing	Mine exploration	Motorised sports (all)
Mountain biking	Mountain boarding	Open Canoeing
**Orienteering	Paintballing	Pot-holing
Powered boats	Rock climbing	Ropes courses (High/Low)
Rowing	Sailing	Scuba diving: indoor pools
Scuba diving: lake & sea	Segway	**Shooting
Skateboarding	Skiing & snowboarding	Snorkelling
Surfing/body boarding	Swimming (non-curriculum)	**Trampolining
Walking: Hill & Moorland	Walking: Lowland	Walking: Mountain
Water skiing	White water rafting	Wind surfing/sailboarding

Risk Management

Risk Assessment underpins the decision-making process regarding educational visits. This process will usually involve a combination of:

- Generic Visit Risk Assessments
- Policies, guidance or information supplied by the venue or tour agency
- Activity Risk Assessments prepared for the specific visit or activity

Group Leaders and Accompanying Staff are responsible for continually assessing risks during an activity or visit, known as Dynamic Risk Assessment. When hazards come to light which had not been previously identified, steps should be taken to reduce them to an acceptable level or if this is not feasible the activity must be stopped.

Adults accompanying any visit must be clear of what their role is if things should not go according to plan or if accidents occur. In particular they must know how to contact Head Teacher/Director

Assessing venues and providers

Any commissioned provider, purchased or otherwise, providing Educational Visits or Outdoor Learning activity must work within the OEAP National Guidance and to be able to demonstrate their compliance.

Inclusion

New Bridge makes every effort to ensure that Educational Visits are available and accessible to all who wish to participate irrespective of disability, special educational or medical needs, gender, religion, or other protected characteristic. New Bridge expects works within the principles of inclusion:

- an entitlement to participate.
- accessibility through adaptation or modification, including the provision of auxiliary aids and services.
- integration through participation with peers

If a visit is to cater for pupil with particular needs, reasonable adjustments in terms of a suitable venue, additional supervision, resources or support may be needed or activities may need to be adapted.

Early discussion with all parties concerned, including parents, about what is needed will enable plans to be drawn up to meet these needs in most situations. These should enable the pupil to take part safely alongside their peers and for the whole group to be actively involved and benefit from the visit.

Medical Conditions

Visit leaders need to know accurate information about the medical conditions of pupils they are taking on a visit, including both physical and mental health. Visit Leaders should be aware of any pupil participating in a visit who is prescribed medication. They should make specific arrangements with parents to ensure this is adequately managed, including what to do in an emergency. Where pupils require Emergency Medication (such as asthma inhalers or adrenaline auto-injectors) they should have this readily available with them on the visit.

Finance

Many visits will take place mostly in school time or relate to a course we are preparing pupils for, meaning we may not legally charge and must seek voluntary contributions. This must be indicated

clearly in the parental letter and an indication that the visit may not go ahead if insufficient contributions are received included. Other visits will be optional extras and may be charged in full. Visit leaders will need to carefully consider the financial aspects of a trip.

Emergency procedures and incident reporting

Any minor accidents on a visit should be dealt with promptly by the Visit Leader or other accompanying staff. An accident report procedure must be completed and any reporting requirements of the venue must also be satisfied. Examples of an emergency might be:

- An accident leading to a fatality or serious injury
- Serious illness
- circumstances in which a party member is/might be seriously at risk
- circumstances affecting a member of staff that compromises their ability to supervise the visit
- any other situation in which the press or other media are or may be involved
- significant delays that need to be communicated to parents/carers.

The visit leader for every visit is to have the name and contact details for a “Home Contact”. During school hours this may be the main school number. Out of hours it will often be the Head Teacher, but if they are not available another suitable person must be nominated. In the event of an emergency the Visit Leader should contact the Home Contact. Visit Leaders need to be clear about what support they need – the Home Contact, however experienced, is not at the scene and will not be fully aware of the situation. During a serious incident Visit Leaders need to be mindful of the need to control the passage of news. A senior member of staff will be responsible for notifying families in the event of a serious injury and not spread information through gossip and rumour, especially through social media.

Behaviour Management

In the event of severe poor behaviour, New Bridge may require parents to collect pupils from the activity location or to meet the costs of returning the pupil home. Careful consideration should be given to pupils whose behaviour might pose a serious risk to themselves or others during a visit. An individual risk assessment may be required and a balanced and reasoned decisions reached as to whether control measures are suitable and sufficient to enable the young person to participate.

Visit Details

For all visits, Visit Leaders must ensure that parents are adequately informed of the arrangements; they must be able to give informed consent. Specifically the following should be covered:

- Times and locations for arrival and dispersal
- Educational Aims of the venture
- Details of the activities planned
- Cost and Financial Arrangements
- Who is the Visit Leader
- Transport arrangements (in particular if staff cars will be used)
- What clothing, kit or equipment pupils require
- Pocket money requirements
- Behaviour expectations and the need for parental support

Visit Leaders may choose to give this information in a variety of formats. For most visits a simple letter will be sufficient; for longer or trips it can be very useful to have a parental information evening which also allows parents to ask questions. Visit Leaders must also ensure pupils are appropriately briefed and prepared for a visit. Again, this can take several formats (verbal or written) and may be combined with the information for parents. Staff may decide to produce their own information sheet or conduct the briefing verbally.