

## Visits & Off-Site Activities Policy

**Last amended 21.05.18 by Heather Watson**

**Reviewed by Jason Pitt in February 2020**

**Ratified by Trustees 19.05.20**

**Next review date March 2022**

*This policy has been reviewed in line with the 8 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.*

Within this policy the term Headteacher refers to the Headteacher of the school and the term CEO refers to the CEO of the Twynham Learning Academy Trust (the Trust).

The governors of the Trust are charity trustees and company directors and for the purpose of this policy these terms are interchangeable.

This policy reflects the legislation at the time that it was last reviewed. Any changes in legislation will take precedence over anything printed in this policy.

## **Overview**

Safely managed educational visits with a clear purpose are an indispensable part of a broad and balanced curriculum. They are an opportunity to extend the learning of all students, including an enrichment of their understanding of themselves, others and the world around them. They can be a catalyst for improved personal performance, promote a lifetime interest and in some cases lead to professional fulfilment. Educational visits are to be encouraged.

The Trust recognises its duty of care and statutory responsibilities for the health, safety and welfare of students, staff, volunteers, providers and members of the public in connection with educational visits for which it is accountable.

## **Purpose**

- To ensure that every student has the opportunity to benefit from educational visits
- To ensure that all visits are safe, purposeful and appropriate to meet the educational needs of students taking part
- To enable the Trust to identify appropriate functions, responsibilities, training, support and monitoring for governors, staff, volunteer assistants, students and providers involved in educational visits
- To ensure that whenever appropriate, further advice is sought from the LA and from other technically competent sources

## **Key Principles**

### Staff

- All visits will have a clear, recorded educational purpose and will be planned sufficiently well in advance in accordance with good practice and effective planning procedures detailed in Local Authority guidance. The Local Advisory Board will include in its role the support of school policy and procedures for educational visits including the reporting of visits
- The Headteacher will be responsible for the approval of all visits, or may designate this function to the Educational Visits Co-ordinator (EVC)
- A named and trained EVC will be appointed to support the Local Advisory Board and Headteacher. In the absence of a suitably trained EVC the Headteacher automatically assumes this role.
- There will be a named and approved Event Leader (and where appropriate, deputy) on all educational visits. This Event Leader will be specifically competent for the role as detailed in Local Authority guidance. If in any doubt confirmation will be sought from the Outdoor Education Adviser.

- Working with the EVC as necessary, the Event Leader will be responsible for all aspects of the planning, risk assessment and organisation of the visit. The Event Leader will assume full responsibility during the visit, including ongoing risk assessment
- The Event Leader will ensure when purchasing goods and services that appropriate checks are made and that insurance and financial procedures have been followed. Unless using a specialist provider, trip organisers should complete a best value statement where there is a value of £5000 or above and comply with best value procedures, in accordance with the Twynham Learning Financial Procedures Policy.
- Details of any residential visits at home or abroad or day visits involving activities of a hazardous nature will be submitted to the Local Authority for assessment/monitoring using the appropriate forms at least 1 month before the departure date.

### Parents and Carers

- The school will provide parents and carers with information about policy and procedures relating to the safe management of educational visits
- Parents and carers will be given sufficient written and supplementary information about educational visits to enable them to make informed decisions and give written consent together with medical and emergency contact details
- Whenever appropriate for higher risk, residential and foreign visits a briefing meeting with parents/guardians will be arranged
- Expectations with regard to behaviour and codes of conduct will be explained to parents/guardians. This information will include the necessity of meeting additional costs and making collection arrangements in certain circumstances.

### Students

- Wherever possible, students should be involved with the planning of an educational visit, establishing codes of conduct, assessing and managing risk and evaluating their own learning, development, attitudes and behaviour
- Students should be adequately briefed about aims, expectations and codes of conduct for all educational visits. Ongoing briefings are an important element of learning and safety.

### **Links**

Although this policy focuses on the management of health, safety and welfare, educational visits are an integral part of the strategy for learning and the curriculum plan. This policy should therefore be read in conjunction with Trust policies on equality, special educational needs and staff development.

Equality Impact Assessment – Initial Screening Record

1. What policy is being reviewed?

Visits & Off-Site Activities Policy

2. Upon whom will this impact?

Students, parents and staff

3. How would the work impact upon groups; are they included and considered?

<b>The Equality Strands</b>	Negative impact	Positive impact	No impact
Minority ethnic groups		√	
Gender		√	
Disability		√	
Religion, faith or belief		√	
Sexual orientation		√	
Transgender		√	
Age (N/A to pre-school and school children)		√	
Rurality		√	

4. Does data inform this work, research and/or consultation, and has it been broken down by the equality strands?

	NO	YES	Uncertain
Minority ethnic groups	√		
Gender	√		
Disability	√		
Religion, Faith or belief	√		
Sexual Orientation	√		
Transgender	√		
Age	√		
Rurality	√		

Does the initial screening highlight potential issues that may be illegal? NO

Further comments:-

Do you consider that a full Equality Impact Assessment is required? YES / NO

Initial screening carried out by Curriculum Committee 20/10/15, reviewed October 2017. Signed by Kim Hazeldine, Committee Chair

Comment by CEO: