



Regency High School Educational Visits Policy

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Authorised by: Chair of Governors

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Introduction

Learning Outside the Classroom definition – This policy includes any activity outside the classroom, including offsite activities. To build in learning experiences for students which make the best use of the school grounds, the local area, as well as further afield (including day and residential visits in the UK and abroad).

The school has a strong commitment to educational visits and off-site activities, which when well-planned and organised, have an important role to play in creating exciting learning opportunities, backing up work carried out in the classroom. This provides students with the opportunity to discover more about the community and environment. They can also help to develop personal, social and independence skills. The school seeks to provide a broad and balanced range of LOtC opportunities for all its students.

Regency High School supports the Manifesto for Learning Outside the Classroom (<http://www.lotc.org.uk/wp-content/uploads/2011/03/G1>) and the principle that, "...every young person should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances".

Some Specific Aims of Educational Visits

LOtC plays an important part in the life of the school; the benefits and learning outcomes are recognised and recorded as a part of the planning process. Learning outcomes are shared with support staff and students by the visit leader.

- To experience, and develop an awareness and/or understanding of their community and the wider world in which they live.
- To develop an awareness of themselves as members of the community.
- To develop a respect for, and a desire to care for, the environment in which they live.
- To strengthen their own personal development and the process of self-discovery.
- To support other areas of, and activities within the curriculum, e.g. topics, modules, work placements, college courses.
- To provide concrete, real life experiences that reinforce classroom learning in a functional way.
- To provide the opportunity to practice lifeskills in different surroundings, e.g. making choices, having a drink, manoeuvring their own wheelchair, road safety.
- To provide the opportunity to participate in a range of activities that it is not possible to have access to in school, e.g. posting letters, shopping, etc.
- To have the opportunity to participate in challenging activities in outdoor environments that develop self-esteem, confidence and the ability to work together in a team.

Every visit has its own individual benefits and learning outcomes which should be shared with the staff team and students

Employer's Policy and OEAP National Guidance

Regency High School Governing Body in line with Worcestershire County Council has formerly adopted the OEAP National Guidance <http://oeapng.info/> and the OEAP employer's guidance, Regency High School Staff must follow the guidance as well as the requirements of the school policy. If there appears to be any conflict between the OEAP guidance and the school policy, then this policy must be followed and clarification sought from the EVC.

Roles and Responsibilities – please read in conjunction with OEAP Employer Guidance

The Governing Body has a duty of care and is responsible for:

- Fulfilling the role of employer as explained in the Employer Guidance (LINK) and school policy. This will involve an annual audit of their role and responsibilities
- Approving suitable and sufficient emergency procedures
- Adjudicating parental complaints
- Ensuring that policies and procedures are reviewed and evaluated.
- Devolving operational responsibility to the Headteacher

The Headteacher, is responsible for:

- Ensuring that all off-site activities and visits comply with employer guidance and are notified or submitted for formal approval as required.
- Ascertaining that the EVC, Visit Leaders, assisting staff and volunteers are appropriately trained and competent to carry out such responsibilities as they are allocated.
- Designating a member of school staff as the EVC and ensuring that they meet employer requirements, including undertaking EVC training
- Ensuring that suitable safeguarding procedures are in place
- Approving all visits
- Ensuring that reasonable (suitable and sufficient) emergency procedures are in place
- Monitoring and evaluating the quality of visits including learning outcomes,
- Report back to Governors on any level 3 visits that take place

The Educational Visits Co-ordinator (EVC) is responsible for:

- Ensuring that all staff have appropriate guidance and training for LOfC
- Ensuring that all visits have relevant learning outcomes
- Ensuring that all visits are reviewed and evaluated
- Ensuring that all aspects of safeguarding and keeping students safe are managed, including risk assessments, transport issues, medical and first aid issues.

The Visit Leader Role is responsible for:

- Producing a written risk assessment for all off-site visits
- Planning and preparing for the visit including taking a lead on risk management, safeguarding, inclusion and medical issues.
- Defining the roles and responsibilities for other members of the team
- Ensuring that the correct paperwork is completed
- Ensuring that any education provider has suitable and sufficient competencies of the activities being undertaken
- Ensuring that parents are informed as appropriate

- Ensuring that the students are effectively supervised during the visit
- Evaluate the visit and learning outcomes

Procedural requirements

Risk assessments

A written risk assessment is required for all off-site educational visits. Additionally it is necessary to check with organisations that they have carried out their own risk assessments. Good practice is to request copies of risk assessments / safe systems of work for venues being visited to enable rigorous checking and identification of any potential risk.

Approval procedure

The Governing Body has delegated the consideration and approval of off-site visits and activities to the Headteacher, who in turn has appointed an EVC, who has received training. The school has agreed a policy for categorising visits based on the National Guidance Radar Graph Planning Tool.

Level 1: Regular/routine day visits taking place in the locality.

Headteacher approval is required

This includes the majority of off-site activities offered by the school – for example, year-group visits to local amenities – Such activities are part of the school's curriculum and usually take place during the normal school day.

Use of EVOLVE is optional for level 1 visits.

A Trip request form must be completed and submitted to SLT 3 weeks prior to the trip taking place

A written risk assessment must be completed 3 weeks prior to the trip

A plan of the activity including personal learning objectives for all pupils must be completed and submitted 3 weeks prior to the trip

A written list of student names must be left with reception and taken with the trip leader.

- College
- ASDAN visits
- Visits within walking distance of school
- Visits under 50 miles
- PE activities
- Journeys where written consent is covered by the blanket consent form

Level 2: Visits that require enhanced planning with event specific risk management

Headteacher approval through EVOLVE is required

A Trip Request form must be completed and submitted to SLT 3 weeks prior to the trip taking place

A written risk assessment must be completed 3 weeks prior to the trip

A plan of the activity including personal learning objectives for all pupils must be completed and submitted 3 weeks prior to the trip

A written list of student names must be left with reception and taken with the trip leader.

- Visits outside of normal school hours

Level 3: Activities that require detailed planning and employer approval

Headteacher approval through EVOLVE is required

A Trip request form must be completed and submitted to SLT 3 weeks prior to the trip taking place

A written risk assessment must be completed 3 weeks prior to the trip

A plan of the activity including personal learning objectives for all pupils must be completed and submitted 3 weeks prior to the trip

A written list of student names must be left with reception and taken with the trip leader.

- Residential activities
- Outdoor and adventurous pursuits (including swimming)
- Journeys over 50 miles

Approval of staff to lead activities and visits

School staff must be approved to lead activities and visits. This process is designed to ensure that all leaders are **accountable**, **competent** and **confident** to lead the specific activities or visits for which they are seeking approval.

Evaluation of external providers

The Visit Leader will make appropriate checks before undertaking a visit. This will include seeking assurances about Health and Safety and any accreditation/ licensing. Whenever relevant the school will seek to use holders of the Learning Outside the Classroom Quality Badge for which no additional assurance checks are required.

Prior notification and approval of visit plans

Headteacher approval is required for all visits. Visit paperwork should be submitted 3 weeks prior to the visit.

All **level 2 and 3 visits must be submitted through EVOLVE** in appropriate time scales. The vast majority of off-site activities support work within a range of curriculum areas.

Minibus bookings are made via the school office

Parental/Carer Consent

Parental/carers consent for all off-site activities must be sought, and consent forms for off-site activities of less than one day's duration are sent out as part of the admissions procedure, along with consent forms for emergency medical/dental treatment.

When staff are organising visits lasting longer than a normal school day, a letter must be sent to the parents/carers seeking their consent for their child's attendance and providing them with appropriate information relating to the visit.

Individual Student Needs

Students are supervised by staff who have a high awareness of any specific needs e.g. behaviour, diet, mobility issues and medical conditions. Where appropriate, plans relating to these needs will be taken with the student for reference. Care plans for the administration for emergency medication are always taken, along with the necessary medication.

Checking out and Checking in

Staff are required to leave a hard copy of the visit register at reception and to take another copy with them. Staff should sign out and back in at reception on their return. Staff must

have the facility i.e. a mobile phone to contact school and be contacted in the case of an emergency or a delay in return.

Emergencies

In the event of an emergency during the school day, the Visit Leader will contact the office. For any visit which extends outside the school day a named member of the SLT will act as an emergency contact. All major incidents should be immediately dealt with in accordance with the schools Emergency Planning Procedures.

Monitoring and Evaluation

All trips at level 2 and 3 should be evaluated

Monitoring

The Governors monitor the implementation of this policy and other guidance in order to ensure that all procedures/processes are robust. Monitoring includes sample field observation of trips by the EVC.

Governors will also ensure that:

- The school's policy is regularly reviewed and updated to remain current and in line with good practice.
- All relevant employees have easy access to this policy and to relevant associated guidance e.g. OEAP National Guidance.
- Appropriate staff have access to relevant training that supports the implementation of this guidance e.g. EVC training, Visit Leader training.
- The school has access to advice and further information to clarify the guidance issued.
- All school practices, including notification and approval procedures, comply with establishment policy and follow this guidance.
- The school EVC keeps proper records.

Establishment activities should be sample monitored by field observation. The national Guidance "Radar Graphs" show different approaches to monitoring, which help the EVC make decisions on where field monitoring can be most effective.

Health and Safety Considerations

- A Risk Assessment must written for every visit and should be submitted to the headteacher two weeks prior to the visit.
- All school journeys and visits must have a named leader who will have overall responsibility. The leader must be a member of staff at the school and must be aware of medical, and any other needs, of all the group members, including staff. Any medication that may be needed must be taken on the visit.
- An adequate level of staffing is required for visits. Appropriate child protection procedures exist for vetting staff and volunteers.
- Ideally there should be a female and a male member of staff with mixed groups

- For bus journeys over 75 miles an additional driver should be available, and rests taken as required.
- Displayed on each bus are guidelines on what to do in the event of an accident or emergency.
- As far as possible, staff should not use their own cars to transport pupils. If they do they must ensure they are covered by their insurance company.
- Prior to visiting a new location, staff should undertake a preliminary planning visit, if possible.
- Any accident or incident that takes place during the visit must be reported, and recorded in the appropriate accident book held in the School Office.

Charging for educational visits

This is fully outlined in Regency High School Charging and Remissions Policy

Organisational Issues

For half-day visits and day visits, staff need to check that pupils are not required for medicals, therapy input, etc.

As part of monitoring and evaluating off-site visits, on return it is important to notify the EVC about any significant issues arising from a visit to a particular location that may have a bearing on any future visits there or to similar locations.

For **residential visits** it is important that staff liaise closely with the HT or DHT. Separate, and more detailed, forms concerning budget planning, information to and from parents are required for planning residential visits. In addition, staff should use the 'Critical Path for Planning and Preparation of a Venture', a checklist which can be found in the LEA's 'Off-site Visits, Field Studies and Outdoor Education Guidelines – Guidance for Schools, Units and Centres'.

For outdoor and adventurous activities pupils will be supported by fully trained and qualified staff, and will have adequate personal and protective equipment to allow them to undertake the activities safely.

Useful links/ further guidance

Manifesto for Learning Outside the Curriculum

OEAP Employers Guidance and check list re roles and responsibilities

OEAP

LOtC Quality Badge list of providers



RegencyHigh School

Educational / Off-Site Visit Register

Date of Visit:	Venue:	Visit Leader:	Accompanying Staff:
	Venue tel.	Leader tel.	
Learning Focus:			
Student names:			

A written list of student names is to be left with reception and taken with the visit leader on all off-site visits



Regency High School

Educational / Off-Site Visit - Risk Assessment Form

Date of Visit:	Venue:	Visit Leader:	Accompanying Staff:
	Venue tel.	Leader tel.	
Learning Focus:			
Hazards which may cause harm	Who is at risk of harm?	Control Measures / Actions to be put in place	Level of Risk with control measures

Essential	Tick
Evolve completed (level 2 and 3 only)	
Risk Assessment completed	
Group List to reception	
Group List with visit leader	
Emergency phone and Emergency money	

