

IES BRECKLAND

Educational Visits Policy

This document should be uploaded to the school's own EVOLVE Resources section, together with any other documents specifically related to the school's visits and off-site activities.

Policy Created / Amended	March 2020
Policy Ratified by Board of Trustees	22 June 2020
Policy Reviewed By	David Gower
Policy Review Date	Annually
Policy Location	SLT/Admin/Policies/Current

Table of Contents

1	Context.....	3
2	Application.....	3
3	Types of visit	3
4	Roles and responsibilities	4
5	Emergency procedures.....	5
6	Educational Visits Checklist.....	6
	Appendix 1 - Extended Learning Locality Boundaries	8
	Appendix 2 — Emergency Procedure	9
	Appendix 3 — Ratios	10
	Appendix 4 Parental agreement for school staff to administer medicine	11

1 Context

We believe that educational visits are an integral part of the entitlement of every pupil to an effective and balanced curriculum. Appropriately planned visits are known to enhance learning and improve attainment, and so form a key part of what makes IES Breckland a supportive and effective learning environment. The benefits to students taking part in visits and learning outside the classroom include, but are not limited to:

- Improvements in their ability to cope with change.
- Increased critical curiosity and resilience.
- Opportunities for meaning making, creativity, developing learning relationships and practicing strategic awareness.
- Increased levels of trust and opportunities to examine the concept of trust (us in them, them in us, them in themselves, them in each other).
- Improved achievement and attainment across a range of curricular subjects. Students are active participants, not passive consumers, and a wide range of learning styles can flourish.
- Enhanced opportunities for 'real world' 'learning in context' and the development of the social and emotional aspects of intelligence.
- Increased risk management skills through opportunities for involvement in practical risk-benefit decisions in a range of contexts i.e. encouraging students to become more risk aware as opposed to risk averse.
- Greater sense of personal responsibility.
- Possibilities for genuine team working including enhanced communication skills.
- Improved environmental appreciation, knowledge, awareness and understanding of a variety of environments.
- Improved awareness and knowledge of the importance and practices of sustainability.
- Physical skill acquisition and the development of a fit and healthy lifestyle.

2 Application

Any visit that leaves the school grounds is covered by this policy, whether as part of the curriculum, during school time, or outside the normal school day.

In addition to this Educational Visits Policy, IES Breckland

1. Adopts the Local Authority's (LA) document: 'Guidance for Educational Visits and Related Activities with National Guidance & EVOLVE' (All staff have access to this via EVOLVE).
2. Adopts National Guidance www.oeapnq.info, (as recommended by the LA).
3. Uses EVOLVE, the web-based planning, notification, approval, monitoring and communication system for off-site activities.

All staff are required to plan and execute visits in line with school policy (ie this document), Local Authority policy, and National Guidelines. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

3 Types of visit

There are three types of visit:

1. Routine local visits in the 'Extended learning locality' (See Appendix 1).
2. Day visits within the UK that do not involve an adventurous activity.
3. Visit that are either overseas, residential, and/or involve an adventurous activity.

4 Roles and responsibilities

Visit leaders are responsible for the planning of their visits, and for entering these on EVOLVE (where required). As far as possible, trips must be booked into the trips and visits calendar before the academic year that the trip is due to take place in. All visits listed on this calendar have been acknowledged and can progress to the 'Outline Approval' stage. (See Educational Visits Checklist in appendix) No firm arrangements must be made, or the visit advertised, until 'Outline Approval' has been granted. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements.

The Educational Visits Coordinator (EVC) is Jade McDonnell who will support and challenge colleagues over visits and learning outside the classroom (LOtC) activities. The EVC is the first point of contact for advice on visit related matters, and will check final visit plans on EVOLVE before submitting them for final approval. The EVC sets up and manages the staff accounts on EVOLVE, and uploads generic school documents, etc.

The Principal has responsibility for authorising all visits at the 'Outline Approval' stage. Responsibility for the final approval and for submitting all overseas, residential or adventurous activity visits to the LA for approval, via EVOLVE, has been delegated to Assistant Principal, David Gower.

The Board of Trustees' role is that of a 'critical friend', and as such approve the initial trips calendar for the ensuing academic year and ask for regular updates during committee meetings. Individual trustees may request 'read-only' access to EVOLVE.

The Local Authority is responsible for the final approval (via EVOLVE) of all visits that are either overseas, residential, and/or involve an adventurous activity.

The visit first-aider is responsible for administration of medicine during the visit, collection of first aid equipment (including one of the locked first aid boxes for storage of medicine and related paperwork), sick bags and bin bags. During the visit they will administer medicine which must always be taken in their sight. They will follow the guidance in the related school policy on administration of medicine, including ensuring the relevant paperwork and dosage records are in place. Where a student has complex needs, a parent meeting is advisable.

Outline Approval responsibilities

David Gower, Assistant Principal	Approval for visit to run
David Gower, Assistant Principal	Approval of event letter (Agreed template must be used)
Jonathan Peryer, Business Manager	Approval of budget (Agreed staffing/ budget form used)
Jade McDonnell, EVC	Approval of staffing (Agreed staffing/ budget form used)
Jade McDonnell, EVC	Approval of Itinerary (Agreed template must be used)
Amanda Donelan	Approval of target student list

Only once 'Outline Approval' has been granted can the visit then be advertised to Students (See IES Breckland Educational Visits Checklist in appendix)

Staff competence

We recognise that staff competence is the single most important factor in the safe management of visits, and so we support staff in developing their competence in the following ways:

- An apprenticeship system, where staff new to visits assist and work alongside experienced visit leaders before taking on a leadership role.
- Supervision by senior staff on some educational visits.
- Support for staff to attend training courses relevant to their role, where necessary.
- In deciding whether a member of staff is competent to be a visit leader, the Principal will take into account the following factors:
 - Relevant experience.
 - Previous relevant training.
 - The prospective leader's ability to make dynamic risk management judgements, and take charge in the event of an emergency.
 - Knowledge of the students, the venue, and the activities to be undertaken.
 - Approval

The approval process is as follows for each type of visit:

- Fixtures and low-risk local visits follow the 'Extending learning locality' policy (Appendix 1).
- Day visits within the UK that do not involve an adventurous activity. These are entered on EVOLVE for 'Outline Approval' then 'Final Approval' by the EVC and Assistant Principal in-line with the Educational Visits Checklist.
- Visits that are overseas, residential, and/or involve an adventurous activity (see LA guidance for definition of 'adventurous') are entered on EVOLVE for 'Outline Approval' then 'Final Approval' by the EVC and Assistant Principal in-line with the visit leader checklist, then forwarded to the LA for approval. LA approval for these visits must be made as soon as possible, and ideally at least six-weeks before the visit date

5 Emergency procedures

A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the visit leadership team.

The school has an emergency plan in place to deal with a critical incident during a visit (see Appendix 2). All staff on visits are familiar with this plan and it is tested at least bi-annually and following any major staffing changes.

When an incident overwhelms the establishment's emergency response capability, or where it involves serious injury or fatality, or where it is likely to attract media attention then assistance will be sought from the local authority.

6 Educational Visits Checklist

IES Breckland's Educational Visits Checklist forms part of the risk management process for visits and off-site activities. This has been adapted from the LA's generic checklist.

6.1 Parental Consent

The school obtains blanket consent at the start of each year for activities that fall within the 'Extended learning locality'. Parents will give online consent via EVOLVE

Specific, (i.e. one-off), parental consent must be obtained for all other visits. For these visits, sufficient information must be made available to parents (via EVOLVE, letters, meetings, etc), so that consent is given on a 'fully informed' basis.

- For day visits, parent consent will be gained via the Evolve online system.
- For any visit that involves an overnight stay, the IES Breckland paper consent form will be used.

6.2 Inclusion

To comply with the Equality Act 2010 we are committed to making reasonable adjustments to ensure that no individual is prevented from attending a visit by virtue of any additional needs they may have. However, our first responsibility is the safety and safeguarding of all young people. With this in mind, students with additional needs will be the subject of risk-assessment on a case-by-case basis and visit-by-visit basis to ensure that their attendance on the trip does not have the potential to cause them harm, or cause harm to others by their actions. The risk assessment will be based on medical information held by the school and the behaviour record of the student.

6.3 Charging / funding for visits

The school is committed to compliance with the law on charging for school activities as set out in the current government guidance.

6.4 Transport

When school minibuses are used, the driver is responsible for pre-use checks. This includes checking tyre condition, warning lights on the dashboard, security of seatbelts and checking of front and rear lights. For longer distances, allowance must be made in the trip budget to cover mileage and driver cost (see staffing and budget form for details). IES Breckland follows National Guidance for those entitled to drive minibuses.

Where coaches and/or public transport are used, visit leaders must ensure appropriate supervision on each coach / carriage/ bus. They may include splitting students into smaller groups, each allocated to an adult who takes regular registers and head counts.

Use of staff cars to transport students

It may occasionally be necessary to transport small groups of students in staff cars. At no point should a member of staff plan to be 1:1 in a car with a student. The driver must ensure that, and provide evidence to the school to attach to Evolve, adequate insurance provision is in place from their car insurance provider. Staff mileage costs must be included on the trip budget form.

6.5 Insurance

We are members of the government's Risk Protection Arrangement which includes off site activities.

6.6 First aid and administration of medicines during visits

On every day visit and residential visit, there must be a dedicated first aider, who will also be responsible for administering medicines. Wherever possible this should be someone who is not the visit leader.

This person is responsible for:

- Ensuring adequate first aid provision for the visit, including collecting a first aid box where medicines and associated paperwork will be stored during the visit.
- Checking though all consent forms with the visit leader to familiarise themselves with the needs of all students attending.
- Ensuring they hold copies of the record of medicine form (either from the centrally held record in the SSC, or directly from the parent). The form will state the medicine name, dosage required and when, number of tablets/volume of liquid provided, common side effects of the medicine, and space for the visit leader to detail what quantities are returned. Parents should hand over no greater quantity of medicine than that which is needed for the duration of the visit.
- Have copies of the record of record of medicines administered form- a separate copy per student.
- Ensuring that said record of medicines administered form is completed fully on each occasion medicine is administered, including signing and dating. This excludes inhalers, hay fever tablets and epi-pens, although spares should always be provided by the parent and carried by the first aider.
- Ensuring the medicine administered to the student is always taken in the presence of the first aider or visit leader.

Appendix 1 - Extended Learning Locality Boundaries

The boundaries of the locality are shown on the attached map. This area includes the following frequently used venues:

- Brandon Leisure Centre
- Fixtures held at other Suffolk and Norfolk primary or secondary schools. We use this extended area on a regular basis for a variety of learning activities, and approved staff are allowed to operate in this area without completing the EVOLVE visit approval process, provided they follow the below Operating Procedure.

Operating Procedure for Extended Learning Locality

The following are potentially significant issues/hazards within our extended locality:

- Road traffic.
- Other people / members of the public / animals.
- Losing a pupil.
- Uneven surfaces and slips, trips, and falls.
- Weather conditions.
- Activity specific issues when doing environmental fieldwork (nettles, brambles, rubbish, etc.)

These are managed by a combination of the following:

- The Principal, or Assistant Principal must give verbal approval before a group leaves. Only staff judged competent to supervise groups in this environment are approved. A current list of approved staff is maintained by the EVC.
- The concept and Operating Procedure of the 'Extended learning locality' is explained to all new parents when their child joins the school.
- There will normally be a minimum of two adults.
- Staff are familiar with the area, including any 'no go areas', and have practiced appropriate management techniques.
- Students have been trained and have practiced standard techniques for road crossings in a group.
- Where appropriate, students are fully briefed on what to do if they become separated from the group.
- All remotely supervised work in the extended learning locality is done in 'buddy' pairs as a minimum.
- Students' clothing and footwear is checked for appropriateness prior to leaving school. Staff are aware of any relevant pupil medical information and ensure that any required medication is available.
- Staff will deposit in the office a list of all students and staff, a proposed route, and an estimated time of return.
- Staff leading the group leave contact details with the EVC or Assistant Principal.
- Appropriate personal protective equipment is taken when needed (e.g. gloves, goggles)

Appendix 2 — Emergency Procedure

The school's emergency response to an incident is based on the following key factors:

1. There is always a nominated emergency base contact for any visit (during school hours this is the office).
2. This nominated base contact will either be an experienced member of the senior leadership team or will be able to contact an experienced senior leader at all times.
3. For activities that take place during normal school hours, the visit leadership team will be aware of any relevant medical information for all participants, including staff.
4. For activities that take place outside normal school hours, the visit leadership team and the emergency contact/s will be aware of any relevant medical information and emergency contact information for all participants, including staff.
5. The visit leader/s and the base contact/s know to request support from the local authority in the event that an incident overwhelms the establishment's emergency response capability, involves serious injury or fatality, or where it is likely to attract media attention.
6. For visits that take place outside the 'extended learning locality', the visit leader will carry either:
 - a) An LA Emergency 'Card' (see EVOLVE Resources), or
 - b) An OEAP National Guidance Emergency action card (Available via www.oeap.info)
7. This Emergency Procedure is tested through both desk top exercises and periodic scenario calls from visit leaders.

Appendix 3 — Ratios

Visit leaders must ensure that the staffing of visits enables leaders to supervise young people effectively. Decisions about the staffing and supervision should take into account:

- The nature and duration of the visit and the planned activities
- The location and environment in which the activity is to take place
- The nature of the group, including the number of young people and their age, level of development, gender, ability and needs (behavioural, medical, emotional and educational)
- Staff competence
- The consequence of a member of staff being indisposed, particularly where they will be the sole leader with a group for any significant time.

When planning a repeat visit or a series of activities, it is important to review the previous plan (no matter how well it worked in the past) so as to ensure that it meets current group needs and any other changes (e.g. time of year).

Staffing ratios are a risk management issue and should be determined through the process of risk assessment. It is not possible to set down definitive staff/participant ratios for a particular age group or activity.

Staffing, especially for visits to remote locations or overseas, should take into account how the group will be supervised effectively given the possibility of a leader becoming indisposed or having to leave the group, for example to accompany a sick child to hospital.

There is no absolute requirement for children to be accompanied by staff of the same gender, even on residentials, but if this is not to be the case then there should be a sound plan to manage the potential issues involved, including the needs for privacy, safeguarding and pastoral support.

A useful framework for assessing requirements for ratios and effective supervision is **SAGE**:

- **Staffing**: who is needed/available? The plan must work within the limits of available numbers, abilities and experience.
- **Activities to be undertaken**: what do you want the group to do and what is possible?
- **Group characteristics**: prior experience, abilities, behaviour and maturity, gender, any specific or medical/dietary needs.
- **Environment**: indoors or out; a public space or restricted access; urban, rural or remote; quiet or crowded; within the establishment grounds, close to the establishment or at a distance; and the ease of communications between the group and base. Do not overlook environments to be passed through between venues. For residential visits consider the accommodation and surrounding area. For outdoor environments, consider remoteness, the impact of weather, water levels and ground conditions.

Appendix 4 Parental agreement for school staff to administer medicine



Name of child	
Date of birth	
Mentor group	
Medical condition or illness	

Medicine

Name/type of medicine <i>(as described on the container)</i>	
Expiry date	
Dosage and method	
Timing	
Special precautions/other instructions	
Are there any side effects that the school needs to know about?	
Self-administration	YES / NO <i>(please delete as applicable)</i>
Procedures to follow in an emergency <i>(if applicable)</i>	

NB: Medicines must be in the original container as dispensed by the pharmacy

Contact Details

Name

Home telephone number

Emergency contact number (if different to the above)

Relationship to child

Address

I understand that I must deliver the medicine personally to one of the following named staff:

<i>.....Insert name of staff responsible.....</i>

The above information is, to the best of my knowledge, accurate at the time of writing and I give consent to school staff administering medicine in accordance with the school policy. I will inform the school immediately, in writing, if there is any change in dosage or frequency of the medication or if the administering of the medicine is no longer necessary.

Signature _____

Date

Please note that IES Breckland will not administer medicine on your behalf unless you complete and sign this form.

The management of information submitted on this form will comply with the school's information management policy.

Date

Time given

Dose given

Name of member of staff

Staff initials

Date

Time given

Dose given

Name of member of staff

Staff initials

Date

Time given

Dose given

Name of member of staff

Staff initials

IES Breckland Visit Leader's Planning Checklist 2019-20

ALL STEPS ON THIS CHECKLIST MUST BE FOLLOWED

Timescales and key considerations

- DGO/JMD formulate and examine trip calendar before start of each academic year to establish planned trips and visits and to ensure an even spread by year group and Faculty. The Principal then gives initial approval for the trips calendar for planning of each trip to commence.
- Speak to DGO before booking a trip, providing as much information as possible.
- For day trips, begin the formal approval process at least a term in advance of the trips already calendared.
- For UK residential trips and visits overseas, begin this process at least six months before the trip date.
- No Year 11 students or teachers must be absent on trips or visits after the Easter break.
- Careful consideration must be given in allowing students with less than 90% attendance to attend trips that don't involve the whole cohort or link specifically to exam courses, excluding holiday time.
- DGO/JMD to inform SLT of any additional trip requests that are outside of agreed trips calendar for discussion.
- There must be a dedicated first aider holding a minimum of a basic first aid certificate on every trip.

Stage 1: Outline approval (Through the Evolve system).

No event information must be sent out to students prior to the trip being granted outline approval on Evolve by the Principal, David Gower, Jade McDonnell, Jonathan Peryer and Amanda Donelan.

Allow 5 school days for the completion of outline approval	
ACTION	TICK
1. Read the IESB Educational Visits Policy and the entirety of this planning checklist.	
2. Identify and provisionally book venue(s) and transport. No deposits can or should be paid at this point.	
3. Collect an Educational Visits Request Form from JMD, complete and return in order for cover implications to be checked. 4. Once cover has been approved, on Evolve, complete the outline approval process, attaching: <ul style="list-style-type: none"> • Draft letter using <u>most up-to-date</u> approved school trips and visits letter template (DGO) • A proposed staffing and budget form using the approved school template (JMD/JPE) • A proposed itinerary using the approved school template (JMD) • A list of proposed students to check attendance and significant healthcare issues. Once checked (ADO) a note will be added to the trip on Evolve, referencing specific medical or healthcare needs/attendance/behaviour concerns. All form templates can be found on Evolve: Resources – Establishment Docs.	

Take no further action until outline approval have been given.

Any changes to the format of the trip, trip letter, trip budget, trip staffing etc. will be made at this stage. Communication with the trip leader will be via messages through Evolve or email. No letters must go out to potential participants until the trip has gained outline approval. Students **MUST** pay for trips via ParentPay. No cash or cheques are accepted. ParentPay will not be set up until the trip has been approved.

'Petty Cash' will not be issued from the trip budget to spend on the trip. This should be factored into student spending money. Approved on-trip expenditure (As detailed on budget form) e.g. parking costs can be claimed afterwards.

Stage 2: Filling the trip

Once outline approval is granted JMD will enter staff cover.	
ACTION	TICK
1. If Healthcare issues dictate that medicine will need to be administered during the trip, review staffing to include a member of staff with the qualification to administer medication (NTA, HSH, TLE, ADO, BWI,). Amend staffing with JMD.	
2. Set up your online consent and medical forms in Evolve+ by importing in from the existing template. See guidance attached and refer to DGO for advice if needed. a) For those without an email address provide paper form on the template provided on Evolve b) For any residential trip use IESB paper permission medical form. Send these to parents via Evolve on the same day that the trip is entered on ParentPay and letters go out.	
3. Give out student letters in the agreed format on the date planned- this must be the same day that the trip goes onto ParentPay. Ensure that the deadline for payments and the completion of the online consent form is clear.	
<p>If the minimum number has not been reached by the deadline, the trip cannot proceed. Refunds will be made on ParentPay and the visit leader will be responsible for communicating the cancellation to parents.</p> <p>ParentPay reports can be requested from the Business Manager (JPE) to check payments progress. It is the responsibility of the visit leader to chase payments.</p> <p>The visit leader can check the progress of online consent forms using the consent tab in each trip on Evolve. It is the responsibility of the visit leader to chase outstanding consent forms.</p>	

Stage 3: Completing trip planning and the approval process on Evolve

This stage can be started as soon as the trip is added to ParentPay. It is the responsibility of the visit leader to complete the approval process.	
ACTION	TICK
1. Confirm booking with venue and transport provider(s).	
2. Let the school kitchen know about the trip- numbers going and numbers of free school meals packed lunches required.	
3. Prepare risk assessments for students with healthcare needs as identified in stage 1.	
4. Undertake a thorough risk assessment of the venue and travel/ free time. This should be recorded, acted upon and shared with the adults who attend. If the venue is already listed on Evolve, it has been previously risk-assessed and the establishment's risk assessments will be held on file. For non-establishment venues (e.g. the coast) identify the key hazards of the destination in the risk assessment. Use the Risk Assessment template on Evolve.	
5. Ensure all accompanying adults have a DBS Disclosure, including non-teaching staff and coach drivers where they will be resident with the group and/or share regular or unsupervised access to young people becoming a trusted adult.	
6. For all Exchange Visits show list of participants to the Designated Safeguarding Lead and make appropriate host family checks. All over 16's must be DBS checked or equivalent in the country being visited.	
7. For visits abroad, adventurous activities, and residential visits complete and submit EVOLVE form authorised by the 'Head' to LA. This must be done as early as possible in the planning process. Please note that if the EVOLVE form and other documentation is received less than 30 days prior to departure, approval for the visit may NOT be given.	

Stage 4: Other necessary actions to be taken

This stage can be started as soon as the trip is added to ParentPay. Always forward invoices for trips to the Business Manager (JPE) as soon as you receive them	
ACTION	TICK
8. Ensure that for each student taking medication a 'Record of Medication' form is taken on the trip and completed, this can be found in the Trips and Visit section in Teacher Share.	
9. Email a list of participants to Jade McDonnell to be added to the trip on the school calendar	
10. Ensure that trip staff arrange duty swaps and inform their buddy mentor in advance.	
11. Ensure that trip staff set cover work on the school pro-forma in accordance with the IESB cover work policy (The 6 Cs of cover work)	
12. Brief other adult supervisors, including partners abroad, to ensure they understand their responsibilities.	
13. If visit includes proximity to water, read 'Group Safety at Water Margins' booklet.	
14. If a residential visit, invite parents and group members to a briefing meeting.	
15. Identify 24/7 Emergency Point of Contact if trip is out of school hours (back at base or home) and ensure they will have accurate Nominal Roll & emergency pack.	
16. Collate all documentation for Field File, including up to date medical and contact details.	
17. Produce identity/contact cards (or be able to share trip mobile phone number information) for group members and adult supervisors – in the language of the country to be visited if travelling abroad.	
18. Hold a final briefing meeting for all staff and young people, e.g., safety information, personal and protective clothing requirements behaviour, and arrangements for the supervision of free time/unstructured time.	
19. Ask JMD for the trips mobile. Ensure that it is charged and has credit. Identify landline locations if in doubt or 'black spot' for mobile reception.	
20. Arrange for a locked first aid box from the SSC and other first aid kits and equipment as necessary	
21. Arrange collection of Free School Meals from kitchen.	
22. If taking place out of hours, liaise with the premises team to ensure school gates are open for parents to access the school car park and, if necessary, access to the building.	

Stage 5: On the day of the trip

ACTION	TICK
23. Check climatic and prevailing conditions and amend risk assessment as appropriate.	
24. Take a register and a head count and leave one copy of the trip register with Nadine Taylor and a second copy with Julie Jackson	
25. Ensure travel sickness pills have been taken where parents request this.	
26. Allocate seats, paper bags and buckets.	
27. At the start of the visit, distribute identity/contact cards (if required) and carry out head count.	
28. Use on-going risk assessment techniques to decide on whether to implement any contingency plans.	
29. Regular head-counts, (checking against register numbers) when travelling between venues and before leaving final venue for return to school.	

Stage 7: On return from the trip

ACTION	TICK
30. Evaluate the trip on Evolve.	
31. Return first aid box/ kit(s), cover mobile.	
32. Report any incidents or near-misses and follow-up with any behaviour consequences.	
33. If a student cannot attend due to illness or has an accident on the event, provide parents with details of requirements to claim back fees or make a claim from an Insurance company.	
34. Do not promise refunds from the school/trip budget if a student cannot attend due to illness/injury. This must be through an insurance claim made by the parent to the company concerned.	