



Bader
ACADEMY

Educational Visits

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An academy within:



1. Context

Bader Academy 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 Bader Academy a supportive and effective learning environment. The benefits to pupils of 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. Pupils 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 pupils 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

- 2.1. 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.
- 2.2. In addition to this Educational Visits Policy, Bader Academy uses the Exeant Offsite Activities Planner, a web-based planning, notification, approval, monitoring and communication system for off-site activities.
- 2.3. All staff are required to plan and execute visits in line with school policy (i.e. this document) 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 – Category A
2. Day visits within the UK that do not involve an adventurous activity – Category B
3. Visit that are overseas, and/or residential, and/or involve an adventurous activity - Category C

4. Roles and Responsibilities

- 4.1. **Visit leaders** are responsible for the planning of their visits and for entering these on 'Exeant' system (where required). They should obtain outline permission for a visit from the Key Stage managers, EVC or Head teacher prior to planning, and certainly before making any commitments. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements.
- 4.2. **The Educational Visits Coordinator (EVC)** is (TBC), 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. Initial approval requests for visits will go through to the EVC via the 'Exeant' system. At the point of initial approval, the decision is made by the EVC as to whether the visit requires the approval of the Head. The EVC is the main point of contact between the Local Authorities and the establishment with specific reference to the 'Exeant' system and is responsible for the management of the

'Exeant' system with regards granting access to the system for establishment staff.

- 4.3. **The Head Teacher** has responsibility for authorising some visits via 'Exeant'.
- 4.4. **The Governing Body's** role is that of a 'critical friend'.
- 4.5. **Nexus Trust** staff can be contacted for advice and guidance of how they co-ordinate particular visits in their schools.
- 4.6. **The Local Authority** is responsible for the final approval (via 'Exeant') of all visits that are either overseas, residential, take place in a challenging environment (including London) and/or involve an adventurous activity for Local Authority maintained establishments. For establishments outside of Local Authority control, the Local Authority acts in an advisory and consultative role providing guidance for such establishments.

5. Staff Competence

- 5.1. 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.
- 5.2. In deciding whether a member of staff is competent to be a visit leader, the Head Teacher 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 pupils, the venue, and the activities to be undertaken.

6. Approval

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

1. Local visits (Cat A) which involve transport purely by foot within the locality. They are entered onto the 'Exeant' system or the establishment follows the 'Extending Learning Locality Statement.'
2. Day visits (Cat B) within the UK, that do not involve an adventurous activity, are not within London and do not take place in a challenging environment. These are entered onto 'Exeant' system for initial approval by the EVC/Head and must then be fully submitted to the EVC for checking at least **14 days in advance**, and then forwarded to the Head for approval.
3. Visits that are overseas, residential, within London, take place in a challenging environment and/or involve an adventurous activity i.e. residential, Duke of Edinburgh (Cat C) are checked by the EVC at least **6 weeks in advance**, approved by the Head along with automatically being sent through to Nexus/ the Local Authorities (by virtue of selecting the adventurous and/or residential checkbox on 'Exeant') for approval or consultative guidance.

7. Emergency Procedures

- 7.1. **A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the visit leadership team.**
- 7.2. The school has an emergency plan in place to deal with a critical incident during a visit (see Appendix A). All staff on visits are familiar with this plan and it is tested at least bi-annually and following any major staffing changes.
- 7.3. 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 Nexus/local authority.

8. Educational Visits Checklist

Bader School Educational Visits Checklist forms part of the risk management process for visits and off-site activities. The 'External visit checklist' and supporting documents (Appendix B) need to be completed prior to trips out (see 'approval' above). In addition, optional 'trips checklist' to be taken on the day to ensure staff has all relevant items/documentation.

9. Parental Consent

- 9.1. The school obtains blanket consent at the start of each year for regular/routine activities that take place wholly within the 'normal' school day. Category A visits are covered by 'Exeant' system and parents/carers can be informed of visits via electronic means, newsletters or letter. For Category B visits that are less routine, parents/carers must be fully informed of the arrangements and acknowledgement received from parent/carers that they have received the information regarding the visit via a reply slip.
- 9.2. Specific, (ie. one-off), parental consent must be obtained for all visits that take place either partly or wholly outside of 'normal' school hours. For these visits, sufficient information must be made available to parents (letters, meetings, etc), so that consent is given on a 'fully informed' basis.

10. Inclusion

Our vision is to provide a safe, secure and happy environment for everyone; a place where pupils will achieve their fullest potential, so that they are prepared for their future and valued as individuals; a place where everyone feels valued and welcome.

We believe that the following are vital to achieving this:

- *A child centered and inclusive approach to all we do;*
- *An engaging and relevant curriculum;*
- *Consistency, structure and fairness;*
- *Individualised and flexible practices;*
- *Challenging, inspiring and exciting approaches to learning;*
- *Creative, fun and innovative teaching methods;*
- *A focus on developing social skills;*
- *An environment where everyone feels valued and listened to.*

11. Transport

- 11.1.** All staff that are eligible to drive the minibus have completed a minibus test and medical, an updated list can be found on the staff room board. Prior to the trip staff must check the school mini bus grey/white bus rota at reception for availability and write in details of trip in correct section to book the mini bus for that time slot. Note - All staff are aware of the school rules for managing groups on public transport. The ROSPA- A code of practice minibus document can support this.
- 11.2. Use of staff cars to transport pupils** – Staff need to have business insurance, tax and test on their vehicles and a clean licence. All documents copied and saved at the school office.

12. Insurance

The school always takes out the DMBC/LA's insurance for visits ([needs checking](#)).

13. Other Topics

13.1. Specific Venue and Activity Issues

13.1.1. Key Stage 2/3 Curriculum Swimming

- All swimming trips must be accompanied by a member of teaching staff who has overall responsibility for the group. Tasks or functions can be delegated to other adults present, but overall duty of care may not be delegated to anyone else;
- Safeguarding procedures to be adhered to at all times with particular reference to the transition times and changing areas;
- Children are appropriately supervised when changing;
- Pupils are under control at all times;
- A head count is taken before, during and after sessions;
- Teachers/instructors have an overview of the teaching of their children and the conduct of the group.

13.1.2. After School Regular Sporting Fixtures

It is essential that all reasonable care is taken to ensure the safety and well-being of all participants in order to achieve their educational objectives. Please refer to The British Association of Advisers and Lecturers in Physical Education [BAALPE] document "Safe Practice in Physical Education".

14. Pupils

- Adhere to the rules of the game at all times;
- Respect the officials and their decisions;
- Respect their fellow team mates;
- Work together for the greater good on and off the field of play;
- Be dignified in victory and defeat;
- Work with the member of staff in charge to improve their skills;
- Under no circumstances use foul, racist or abusive language;
- Under no circumstances use physical violence towards another player or member of staff;
- Adhere to uniform rules in and off the pitch;
- Never use media, such as phones or iPad's, whilst at games (including travelling to and from);
- Except when permitted to do so by a member of staff.

15. Sanctions

If a pupil is found to break any of these rules they will be subject to disciplinary action by the staff member in charge/ senior leadership team or dealt with the assistant head or head of school. All incidents to be recorded down by the lead person in the 'recording of serious incidents' or 'physical intervention' books.

Appendix A – Emergency Procedure

See Visit Leader Emergency Action Plan (VLEAP) found in **Teacher Resources_Protocols_Educational Visit Forms**

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 management team, or will be able to contact an experienced senior manager 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 and have 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 Nexus / 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', or
 - b) An OEAP National Guidance Emergency action card
7. This Emergency Procedure is tested through both desk top exercises and periodic scenario calls from visit leaders.

Appendix B – External Visits checklist

Must take on visit

- A class list of medical needs.
- School Health Care Plan for those children that have one and their medication.
- A Visit Leader Emergency Action Plan (VLEAP)

Electronic Forms can be found in **Teacher Resources_Protocols_Educational Visit Forms**

- External visit initial request;
- Minibus/coach hire requisition;
- Internal Requisition;
- External visit arrangements;
- Letter to parents/carers draft;
- On the day trips checklist.

Online Form

- www.doncaster.exeant.co.uk to be completed for all trips out.

STEPS	EXTERNAL VISIT CHECKLIST Local and Day visits only – 14 days in advance	Date Completed
1	<p>Briefly discuss with Senior Management about organising a trip out (why, who, when, where, staff availability, cover for lessons, check diary for staff/pupils out that day or a clash with other school events, transport availability and)</p> <p><u>School mini</u> Staff to check school bus rota at reception and write in details of trip in correct section to book the mini bus for that time slot. Inform school transport if necessary.</p> <p><u>Seating plan</u> for pupils/staff; one teaching staff must be on transport</p> <p><u>Parking arrangements</u> check parking and access before the day of the trip</p>	
2	<p>Once agreed (step 1) visit leaders first enter a brief outline of their visit and submit it for Initial Approval using the 'Exeant' system. The EVC is notified and checks the details and can then grant or reject Initial Approval.</p>	
3	<p>Once the Initial Approval is granted, the Visit Leader can complete the full details for the visit using 'Exeant' system highlighted in green. The risk assessment must be uploaded into 'additional supporting documents' section alongside any other relevant forms i.e – letter to parents, itinerary.</p>	
4	<p>Complete External visit arrangement add any medication needed for pupils going on the trip. Check document complete and upload onto 'Exeant' system in 'additional supporting documents'.</p> <p>Place a copy on staff board in staffroom. Place a copy at reception before leaving school on the day of the trip. On return to school write actual time of return.</p>	
5	<p>Complete letter to parents/carers draft. Send form with all relevant trip details to (PPA) via email or hard copy. Information will be placed onto the school letter head and checked by(PPA) and Head). rip leader to make copies and give to class teachers to put in pupil school planners to take home. Use photocopy to scan and upload letter into 'additional supporting documents on the 'Exeant' system.</p>	
6	<p>Once completed, the visit is submitted for Formal Approval. Once all the required approvals have been granted, the Visit Leader is notified and the visit can go ahead. Any changes the Visit Leader makes after approval is granted are sent as notifications to the approvers, and have to be approved by the EVC before the visit can take place.</p>	
7	<p>Write the details of the trip in the school diary on the reception desk. This will be read out to all staff during weekly diary meetings.</p>	
8	<p>Receive signed reply slips back from pupils. Trip leader to make notes of pupil going and packed lunches need for the trip. Give reply slips and the list of pupils and staff having a packed lunch to (Reception).</p>	
9	<p>Tell (Head Cook) of packed lunches needed 14 days in advance of trip. Pupils on free school meals are entitled to a free packed lunch. Pupils who pay for school dinners will need to pay for packed lunch.</p>	
10	<p>Must take on visit</p> <ul style="list-style-type: none"> • A class list of medical needs. • School Health Care Plan for those children that have one and their medication. • A Visit Leader Emergency Action Plan (VLEAP) 	

