POLICY

For

Educational Visits

Sep 2020 (new)	Oct 2022	Sep 2024	
Sep 2021	Sep 2023	Sep 2025	
Sep 2022	Apr 2024 (name change)		

Striving for excellence, caring for all
Within a loving and caring Christian environment.

Our Academy Vision

We are a community in which everyone is offered the opportunity to fulfil their full potential, to understand themselves and be valued for who they are. Through a stimulating and challenging learning environment, we pursue academic excellence and seek the flourishing of all. This is because we know we are all God's children.

"Do all the good you can, by all the means you can, in all the ways you can, in all the places you can, at all the times you can, to all the people you can, as long as you ever can." John Wesley

'Therefore encourage one another and build each other up, just as in fact you are doing.'
1 Thessalonians 5:11

As a RRS (Rights Respecting School – UNICEF) this policy upholds the following articles from the UNCRC (United Nations Convention on the Rights of the Child):

Article 2: Everyone has equal rights whatever their race, religion, ability, whatever they think or say or whatever their family.

Article 3 The best interests of the child must be as top priority in all actions concerning children.

Article 28: Every child has the right to an education.

Article 29: Every child has the right to be the best they can.

Context

All educational visits will be reviewed and plans amended in line with the DfE, Government, UKHSA and Local Authority guidelines and directives in place at the time of the visit or at the point at which it is necessary to make a decision regarding future cancellations.

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 Abbey Academies Trust 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
- Greater sense of independence
- Increased critical curiosity and resilience
- Opportunities for creativity, developing learning relationships and practising 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

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, Abbey Academies Trust:

1. Adopts National Guidance www.oeapng.info (as recommended by the LA)

2. 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 this school policy, Local Authority policy, and National Guidelines. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

Types of Visit & Approval

There are three 'types' of visit:

1. **Visits/activities within the 'School Learning Area' that are part of the normal curriculum and take place during the normal school day.**
   These follow the 'School Learning Area' Operating Procedure (Appendix 1).

2. **Other non-residential visits within the UK that do not involve an adventurous activity e.g. visits to museums, farms, theme parks, theatres, etc.**
   These are entered on EVOLVE by the visit leader and submitted to the EVC for checking. The EVC then submits to the Headteacher/Head of School for approval.

3. **Visits that are overseas, residential, or involve an adventurous activity.**
   These follow 2 above, but the Headteacher/Head of School then submits the visit to the LA for approval.

Roles and responsibilities

Visit leaders are responsible for the planning of their visits, and for entering these on EVOLVE (where required). They should obtain outline permission for a visit from the Headteacher/Head of School or EVC prior to planning, and before making any commitments. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements and should seek advice from the EVC where necessary.

The Educational Visits Coordinator (EVC) is:

- BAPA – Jim Shore, Deputy Head
- BEPPA – Alex Worrall, Assistant Head
- CSW – Stephanie Cornish, HLTA

The EVC 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 to the Headteacher/Head of School or LA as appropriate. The EVC sets up and manages the staff accounts on EVOLVE, and uploads generic school documents, etc.

The CEO/Executive Headteacher / Headteacher / Head of School has responsibility for authorising all visits and for submitting those that are overseas, residential or adventurous to the LA for approval.

The Trust Board/Local Governing Body's role is to 'enable and ensure', sometimes described as being a 'critical friend'. Individual governors may be given 'read-only' access to EVOLVE. It is vital that there is a close and supportive but challenging relationship with the CEO/Executive Headteacher / Headteacher / Head of School.

The Trust Board is also the employer and should therefore provide guidance, training and access to advice.

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.

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 CEO/Executive Headteacher / Headteacher / Head of School 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

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 (Appendix 2). Copies of the Trust's full emergency plan are held in the school office and by each member of the Emergency Management Team.

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.

Educational Visits Checklist

Abbey Academies Trust's Educational Visits Checklist forms part of the risk management process for visits and off-site activities and may be downloaded from EVOLVE Resources. This has been adapted from the LA's generic checklist. A visit should only go ahead if the answer to all relevant questions is 'YES' (Appendix 3).

Parental Consent

Consent for off-site activities is obtained through the Trust's multi-purpose consent form and recorded on Integris. Parents/carers are asked to review consents annually via the Student Update form.

The form asks for consent for supervised:

- visits to local destinations away from the main school site
- one-day non-residential visits within the UK
- off-site activities (for example, sporting fixtures)

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. As above, parents/carers have the option of consenting through a paper consent form.

Inclusion
In fulfilling our legal obligations, we are guided by the following principles:
- All children are of equal value
- We recognise and respect difference
- We foster positive attitudes and relationships, and a shared sense of cohesion and belonging
- We aim to reduce and remove inequalities and barriers that already exist
- We consult and involve widely

Charging / funding for visits
We comply with the law and follow DfE guidance in respect of charging for off-site activities.

Transport
Coach/Minibus
Transport via coach/ minibus will be through reliable experienced providers. New companies will need to provide up to date insurance documents, vehicle MOT and licence information. The vehicle will be checked by school staff to ensure seat belts are in full working order before children are seated.

Rules for all coach/minibus travel:
- All children will be supervised by at least two members of school staff while travelling
- Before being seated on the bus children will all be reminded of safety instructions:
    - children to be seated facing forwards
    - seatbelts to be worn
    - noise to be kept to a minimum
    - children not to interfere with emergency exits
    - children to remain seated and follow teacher instructions when bus arrives at location/in case of emergency
- When embarking the bus children will be counted on by a member of staff
- Unless absolutely necessary children should not be seated directly behind the driver, by the front door of the bus or in the toilet gap
- All seatbelts should be fitted correctly (without twists) and checked by the lead member of staff before the bus departs
- Members of staff to supervise children throughout the journey to ensure they are seated correctly and belts are worn
- If a child is ill or distressed during a journey their seatbelt should only be removed and the child moved when the bus is stationary
- When disembarking, staff will supervise children to ensure they can disembark safely
- In case of emergency children will remain seated while it is safe to do so and be removed from the coach to a safe location with members of staff when necessary

Parent/Carer Transport
For some visits and events parents/carers may be asked to support with transport. This may involve some parents/carers providing lifts for children other than their own.
- Parent/carer permission of the child(ren) being transported must be sought
- Parents/carers who are driving will be asked to complete the appropriate private car form (Appendix 4)
- The Trust's usual safeguarding checks will be undertaken

Use of Staff Cars to Transport Pupils
Staff vehicles should not be used as a form of transport unless all other forms are unavailable/cost prohibitive or in an emergency situation. In such a situation the following guidelines must be followed:
- Parental permission must be gained for child(ren) to be transported by staff
- Checks must be carried out to confirm valid insurance (including business level), MOT and driving licence are held. It is the Trust's normal policy to take out occasional business use insurance for staff
- The car being used must be checked to ensure it is in a fit state to travel and all seat belts are working

- Children should travel in the rear of the car using appropriate car seats for their age, weight and height

Insurance

The Trust buys into the DfE's Risk Protection Arrangements for insurance purposes for visits.
The Trust buys motor insurance for all staff via Zurich insurance.

Swimming Lessons

All usual routines for visits will be followed for swimming lessons taking into account the method of transport (walking or coach travel). Particular attention should be paid to ensuring that the adult : pupil ratio is appropriate to provide effective supervision. Volunteers should only be used to help supervise changing rooms if absolutely necessary and then only if the appropriate safeguarding checks have been completed.

Dismissal of pupils after evening activities

If children are to be collected from a venue other than school and/or after the end of the normal school day, staff should supervise them until parents/carers or a designated person have collected. Children are not permitted to walk home on their own after evening activities except those in Years 5 and 6 during Terms 1, 4, 5, & 6 and only with express permission from their parent/carer.

Policy reviewed: September 2025
Next review due: September 2026

Appendix 1 – School Learning Area

General

Visits/activities within the 'School Learning Area' that are part of the normal curriculum and take place during the normal school day follow the Operating Procedure below.

These visits/activities:

- Do not require parental consent although a letter should be sent home advising that the children will be going on a visit
- Do not normally need additional risk assessments / notes (other than following the Operating Procedure below).
- Should be recorded on EVOLVE if regular, e.g. swimming lessons
- Do not need to be recorded on EVOLVE if these are ad-hoc activities

Boundaries

Bourne

The boundaries of the School Learning Area include but are not limited to, the following frequently used venues e.g.

- The town centre
- All schools in Bourne
- The churches in Bourne
- Bourne Leisure Centre and Bourne Outdoor Pool
- The Wellhead and Memorial Gardens
- Local supermarkets
- Bourne Woods

Colsterworth

The boundaries of the School Learning Area include but are not limited to, the following frequently used venues:

- Colsterworth Co-op
- Colsterworth play park
- Woolsthorpe Manor
- Colsterworth Village Hall
- Saint John the Baptist Church, Colsterworth

Operating Procedure for School Learning Area

The following are potentially significant issues/hazards within our School Learning Areas:

- 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 Headteacher/Head of School, Deputy Head or EVC as appropriate should give verbal approval before a group leaves
- Only staff judged competent to supervise groups in this environment are approved
- The concept and Operating Procedure of the 'School Learning Area' is explained to all new parents/carers 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 practised appropriate group management techniques
- Pupils have been trained and have practised standard techniques for road crossings in a group
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group
- All remotely supervised work in the School Learning Area is done in ‘buddy’ pairs as a minimum
- Pupils’ 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 pupils and staff, a proposed route, and an estimated time of return (see sign out sheet – Appendix 5)
- A mobile is taken with each group and the office have a note of the number
- Appropriate personal protective equipment is taken when needed (e.g. gloves, goggles, litter pickers)

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 School Learning Area, 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

8. Copies of the full Emergency Plan for each school is held by each member of the Emergency Management Team and a copy can be found in each school office

Appendix 3 – Educational Visit Checklist

The questions below form part of the risk management process for educational visits. Any visit should only go ahead if the answer to all relevant questions is 'YES'. This checklist can be used as a tool or aide-memoire to assist the EVC/visit leader in the planning process, although alternative approaches to considering the relevant issues are equally as valid.

	In advance of the visit:	Yes	N/A
1.	Have the intended outcomes of the visit been clearly identified? (see Section 4)		
2.	Is the visit appropriate to the age, ability and aptitude of the group?		
3.	Has there been suitable progression/preparation for participants prior to the visit?		
4.	Does the visit comply with any guidelines specific to the Trust including any COVID-19 specific guidelines?		
5.	Does the visit comply with any specific LA guidelines? (see relevant sections)		
6.	If a member of staff is going to lead an adventurous activity, have they been 'approved' by the Trust?		
7.	If using an external provider or tour operator, does the provider hold an LOtC Quality Badge (see www.lotcqualitybadge.org.uk) or have they satisfactorily completed and returned a 'Provider Form'?		
8.	Are transport arrangements suitable and satisfactory?		
9.	If residential, have appropriate measure been taken to ensure the suitability of accommodation?		
10.	If the visit is overseas, have appropriate additional measures been taken to ensure the suitability of activity and safety of participants?		
11.	Has a pre-visit taken place? (normal procedure for most visits within the UK). If not, have appropriate additional checks been made?		
12.	Do the adults in the party have the appropriate skills for the visit? (Check this carefully and arrange suitable training and/or briefing to clarify your expectations).		
13.	Have any adult helpers (non-Trust employees) been approved by the Head of School/Executive Headteacher as to their suitability?		
14.	Is the level of staffing sufficient for there to be an appropriate level of supervision at all times?		
15.	Does the Visit Leader possess the necessary competence to lead the visit, and is he/she comfortable with their role?		
16.	Are all support staff aware of and comfortable with their roles?		
17.	Are all helpers aware of and comfortable with their roles?		
18.	If appropriate, have Event Specific Notes (ESN) been made and will these be shared with all relevant parties?		
19.	Is insurance cover adequate?		
20.	Does at least one member of staff know the participants that are being taken away, including any behavioural traits?		
21.	Have participants been advised in advance about expectations for their behaviour? If appropriate, are participants aware of any 'rules', and have sanctions to curb unacceptable behaviour been identified and agreed with participants and staff?		

22.	Are participants aware of the nature and purpose of the visit?		
23.	Are parents/carers fully aware of the nature (including contingency plans), and purpose of the visit, and has consent been obtained?		
24.	Have all relevant details been issued? (eg. itinerary, kit lists, etc?)		
25.	Are staff aware of any medical needs and/or other relevant details of participants?		
26.	Has parental consent been gained for staff to administer specific drugs/injections, and if necessary have named staff received appropriate training?		
27.	Are staff aware of any relevant medical conditions of other staff/helpers within the group?		
28.	Does at least one responsible adult have a 'good working knowledge' of First Aid appropriate to the environment?		
29.	Is a first aid kit (appropriate to the visit) available?		
30.	Is there flexibility within the programme? Are there contingency plans that would be suitable in the event of changed or changing conditions, staff illness, etc. eg. 'Plan B', and have these plans been risk assessed and parental consent been obtained?		
31.	For journeys taking place outside the establishment's 'normal' hours, will an Emergency Card (Visit Leader) be with the leader, and an Emergency Card (Home Contacts) be with the designated home contacts?		
32.	Are full details of the visit recorded on EVOLVE, and if appropriate with the Trust's Emergency Contact(s)?		
33.	Are staff aware of the appropriate action to be taken in the event of accident, incident or emergency?		
34.	Is a weather forecast and/or other local information necessary, and are staff able to access this information and act upon it appropriately if necessary?		
35.	If undertaking water-margin activities, has a copy of 'Group Safety at Water-Margins' been made available to all supervising staff in advance of the visit?		
36.	A mobile phone is recommended for all visits. Are you aware of the reception in the area you are visiting?		
37.	Will the group need waterproof clothing, boots or other equipment? If so, are procedures in place for checking the suitability of equipment?		
38.	Does any specialist equipment conform to the standards recommended by responsible agencies?		
39.	Have all financial matters been dealt with appropriately?		
40.	Has the visit been approved by the Head of School/Executive Headteacher and EVC, and in line with Trust Board/Governing Body policy (where appropriate)?		
41.	If residential, overseas or involving adventurous activities, has the visit been approved by the LA?		
	During the visit	**Yes**	**N/A**
42.	Do all staff have a list of participants/groups? + emergency contact details and an Emergency Card (Visit Leader) if out of the establishment's normal hours?		

43.	Does the establishment office have a list of the names of all participants, including adults? and if out of hours, does the home contact have these details and an Emergency Card (Home Contact)?		
44.	Do staff have sufficient funds to allow for any contingencies?		
45.	Do staff have any relevant literature, work sheets, clipboards, etc?		
46.	Do staff have other items, eg. first aid kit, + sick bags, litter sack, etc., if needed?		
47.	Are participant numbers being checked at appropriate times?		
48.	Has the group been warned of potential hazards in advance? If necessary, have specific arrangements been made to supervise these areas particularly carefully?		
49.	Are participants aware of the procedure in areas where there is traffic? (eg. if walking, is it pairs, crocodile, groups? - may participants run? - are participants aware of the procedure at road crossings? etc.)		
50.	Has a clear recall system been arranged if the group is working away from you? Do participants understand this and will they be able to respond effectively?		
51.	If a rendezvous for the group has been arranged after a period of time, does each participant and member of staff know exactly where and when to meet?		
52.	Do participants know what action they should take if they become separated from the group?		
53.	Is on-going risk assessment being conducted, and if necessary the programme adapted to suit changed or changing circumstances (Plan B)?		
	At the end of the visit	**Yes**	**N/A**
54.	Are appropriate arrangements in force for the dismissal of participants?		
55.	Has the Visit Leader reported back to the Educational Visits Coordinator?		
56.	Has the group been debriefed and any relevant follow-up work completed?		
57.	Have all loose ends been tied up, eg. paperwork, finance, thank you letters, etc?		
58.	Has the visit been evaluated, and if appropriate have notes been made of points to be considered for future visits?		
59.	Have all staff and helpers involved in the visit been thanked for their input?		

Appendix 4 – Use of a Private Car to Transport Young People

VOLUNTEER DRIVERS FORM

(to be completed by anyone who volunteers to transport pupils for Abbey Academies Trust)

Thank you very much for offering to help with transporting pupils to……. in your own vehicle.

To ensure the highest standards of safety for our pupils, I should be grateful if you would read and endorse the following statements.

Thank you for your support.

Yours sincerely

Headteacher/Head of School

Name of Driver (please print name):
……..

Make/Model of Vehicle: ……Registration Number: ……

Age of vehicle: ……

		Yes/No	Comments
1.	Please confirm that your vehicle is in a roadworthy condition		
2.	Please confirm you are aware you must report any fitness or health issues that may affect your driving including any medication that has been prescribed		
3.	I confirm I am aware of how to report any incident/accidents which occur whilst driving pupils to and from the event		
4.	Please confirm you meet the minimum legal standard of vision for driving. *Drivers driving their own vehicles should be able to read a car number plate from 20m (with glasses/contact lenses)*		
5.	If you have not completed the D906/ADD DVLA Driver Licence Checking Form, please complete a-c below: a) Please provide the HoS or Executive Administrator with check code/access to view your driving licence online *(You can get the check code by visiting www.gov.uk/view-driving-licence You will need your driver's licence number, national insurance number and post code)* b) Please confirm you hold a current and valid driving licence for the class of vehicle c) Endorsements: please note total of penalty points currently in force ***NB Staff must report any changes to their licence i.e. endorsements, licence suspended.***		*Code:* *Penalty Points:*
6.	Please confirm you have current adequate insurance cover? **Insurance cover required:** For employees: • "use by the Policyholder in connection with the business of the Policyholder" **NB – it is Abbey Academies Trust's current policy to purchase occasional business use motor insurance for its employees** **For parents/carers and other volunteers** • "Use for social, domestic and pleasure purposes"		
7.	Please confirm, where relevant, the vehicle has a current MOT certificate (*From their 3rd birthday vehicles must pass a MOT annually).*		

8.	Please confirm that the vehicle has current road tax (*You must tax your vehicle even if you don't have to pay anything)*		
9.	I can confirm I have held a full driving licence for at least 3 years for the above type of vehicle		
10	I will ensure all passengers wear their seat belts and the appropriate child restraint/booster seats or cushions will be used for the duration of the journey		
11	Please confirm you are aware of how to secure child seats safely if these are required		
12	I am prepared to produce all relevant documents on the request of the school. (*Please have your driving licence available*)		
13	I will ensure that I am not alone in the vehicle with a pupil (if two or more pupils are travelling you do not require another adult)		
14	Please confirm where applicable a) A school first aid kit will be carried in the vehicle b) I am aware of the Head of School's and main school number in case of an emergency		
15	Please provide details of any motoring offences within the last 5 years:		

Signature of Employee: …… Date: ……..

Name as it appears on your Driving Licence: ……..

Please return this completed form to the Headteacher/Head of School / Executive Administrator as soon as possible.

I confirm that all the necessary documentation listed has been checked as valid.

Signature of Headteacher/Head of School/Executive Administrator: ……

Date: ……

Appendix 5 – Sign Out Sheet

Signing out sheet for ad-hoc activities in the School Learning Area, where the school policy addresses the generic risk management issues.

Leave this completed form at the front office when you go out.

Date	
Visit Leader	
Accompanying Staff	
Other Adults	
Group/Class/Year Group	
Total number of children on visit	
Total number of children staying on school site and details of where these pupils will be located *(please include names)*	
Total number of children absent today *(please include names)*	
Activity/destination/Venue Details	
First aid kit/medication taken	
Departure time	
Estimated return time	
Visit Leader Mobile Number	
Other relevant details/issues e.g. pupil medical/behavioural needs (attach further info if required)	
Other considerations e.g. UKHSA guidance for COVID-19	