



# Educational Visits and Workshops Policy

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## Contents

Educational Visits and Workshops Policy .....	1
1. AIMS .....	3
2. INTRODUCTION .....	3
3. ORGANISATION .....	3
4. CHARGING FOR SCHOOL ACTIVITIES.....	3
5. CURRICULUM LINKS .....	4
6. PROCESS FOR THE ARRANGEMENT OF EDUCATIONAL VISITS [EV] .....	4
7. RISK ASSESSMENT .....	7
8. STAFF RATIOS AND FIRST AID .....	7
9. CATEGORIES OF EDUCATIONAL VISITS.....	8
10. ENVIRONMENTAL CONSIDERATIONS.....	9
11. LINKED POLICIES:.....	9

## Educational Visits and Workshops Policy

Educational visits are activities arranged by, or on behalf of, our school, which require students to leave the school premises, having been authorised to do so by the Headteacher or other designated member of staff.

Educational visits are a valuable way to supplement and enhance the curriculum, expand student's education and provide enriching social and cultural experiences, teach life skills and promote independent learning, provide a foundation for lifelong learning. Educational visits form an integral part of our approach to furthering our students' education and personal growth.

### **1. AIMS**

This policy aims to:

- Outline the process for planning, booking and operating educational visits and events in order to ensure the maximum standard of both delivery and safety.
- Highlight the importance of accurate risk assessment ensuring the safety of all involved.
- Ensure that the purpose of visit or workshop has a clear link to the school curriculum and is available to all students.
- Clarify the roles and responsibilities of staff, students and volunteers when it comes to visits.

### **2. INTRODUCTION**

- 2.1 All schools are required to offer students a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities and experiences of adult life.
- 2.2 In our school, we ensure that the National Curriculum is delivered to all students, regardless of social background, race, gender or differences in ability. All students are entitled to the development of knowledge, understanding, skills and attitudes. To enrich the curriculum for our students, we also offer a range of activities and educational visits.

### **3. ORGANISATION**

- 3.1 The National Curriculum defines what we teach the students in school. This is the basis for each class's programme of learning for every school year.
- 3.2 Within each class's programme of work, the teachers plan educational visits and activities that support the students' learning and curriculum. These details are shared with the parents usually at the start of the academic year.
- 3.3 Visits and activities normally take place within the school day. We ask parents to give permission for their child to take part in any activity that takes students off the school site. If we do not receive this written permission, the students will be unable to participate. When a child is first admitted to school parents are asked to sign the Admissions form, which also contains a check box for visits in the local vicinity. These visits do not require further permission from parents.

### **4. CHARGING FOR SCHOOL ACTIVITIES**

We ask parents for a contribution towards the cost of educational visits and workshops where necessary. Unfortunately, these activities cannot take place unless contributions are received. We will follow our school's charging and remissions policy at all times

## 5. CURRICULUM LINKS

- 5.1 All educational visits and activities support and enrich the work we do in school. We sometimes invite speakers into school to support our work. Some visits relate directly to areas of learning for individual classes, whilst others relate to the wider curriculum.
- 5.2 For any subject in the curriculum, activities, which may include visits by specialists, may be arranged, examples of these include:
- English – theatre visits, visits by authors, poets and theatre groups;
  - Science – use of the school grounds, visits to wildlife centres, farms and museums;
  - Mathematics – use of shape and number trails in the local environment;
  - History – castle visits- Tower of London, study of local housing patterns, museums, visits by companies supporting the curriculum, storytelling workshops on the theme of different cultures; Great Fire of London; Florence Nightingale.
  - Geography – use of the locality for fieldwork, village trails; traffic surveys.
  - Art & design – art gallery visits, use of the locality;
  - PE – extra-curricular activities, visits by specialist coaches;
  - Music – range of specialist music teaching, extra-curricular activities, local schools' orchestra, concerts for parents;
  - Design & Technology – extra-curricular activities, visits by theatre groups/workshops
  - Computing – its use in local shops/libraries etc.;
  - RE – visits to local centres of worship, visits by local clergy.

## 6. PROCESS FOR THE ARRANGEMENT OF EDUCATIONAL VISITS [EV]

Visits to places of interest to support curricular studies are encouraged. Regardless of the nature or the risk of the education visit, they must all be approved by the Headteacher and done so in a timely fashion. Before approval and proceeding with the planning, the following things will be considered:

- Curriculum link/ Educational purpose and value to students
- Timing in relation to the school calendar
- Cost
- Health and safety considerations
- Staff-to-student ratio

The following procedures should be strictly adhered to:

1. Staff to discuss with the Headteacher and EV co-ordinator ideas for visits at least half a term in advance and preferably one term in advance. This is dependent on the nature of the visit and the popularity of it as a venue.
2. Where possible, the visit leader should be familiar with the proposed trip or visit the proposed location personally to assess its suitability and risks.
3. As part of the planning stage, information will be gathered by staff proposing the visit, including: Location and travel distance; Travel plans or options; Approximate costs; Resources required, including staffing, volunteers, and physical supplies. Outline this information in detail and request permission to book the visit from the Headteacher before any bookings are made. Proposed arrangements ensuring there is a plan B in the event of any aspects of the visit being compromised e.g., by weather. If approved, the EV co-ordinator can arrange conditional booking of the location and transport arrangements. At this point the School Calendar needs to be consulted to ensure it minimises any clashes.

4. Once all of the main details are confirmed the parents are sent a letter including the standard information for the visit /experience e.g. location, date and cost, curriculum links and the voluntary contribution. Unless agreed with parents, transport for visits will leave from, and return to, the school site. Arrangements for students attending Breakfast Club, After School Club and After School Activities should be considered. This letter should be sent 6 weeks prior to the visit, unless exceptional circumstances prevent this.
5. Evaluate viability of the visit, based on contributions received from parents. Consult with the Headteacher again as to whether the visit can go ahead with adequate funding and if the visit is to go ahead. Set up an Evolve ticket. The Evolve system is an electronic system which generates a risk assessment based on a number of questions related to visits and activities. It takes in account things like costs, number of students attending, those students with SEND needs, student to adult ratio, First Aiders attending the visit, location, means of transportation and visit leaders. All this information is uploaded into the system by the Data Manager and the visit leader. The ticket will then need to be approved by the Headteacher.
6. All payments are kept according to the school's Data Protection Policy on Arbor. This information is only disclosed to the Headteacher.
7. In the event the required contributions are not met, the visit/workshop may need to be cancelled and parents informed.
8. Ensure that all arrangements for payment of costs are settled promptly according to the requirements of the provider. Ensure that necessary cheques are issued the day before. ALWAYS obtain official receipts for any costs and give these to the Finance Department as soon as possible after the visit.
9. Ensure that medical arrangements are in place, with the necessary resources taken, and that responsibility for such arrangements is clearly understood by staff as per both individual and group risk assessments.
10. Year Group Leaders are required to:
  - Be adequately trained by completing the Education Visits training for Year Group Leaders
  - Complete the risk assessment for the visit / workshop
  - Electronically confirm [on Evolve] that they have read and understood the risk assessment
  - Share the risk assessment with all staff attending the visit
  - Prepare a timetable of events/workshops/travel particulars and share this with all adults attending the visit
  - Communicate key details about the visit and all locations to staff, students and parents/carers, including roles and responsibilities and expected behaviour
  - Assign staff and volunteer roles, as needed
  - Have copies of the relevant work sheets/questionnaires
11. Class Teachers are required to:
  - Read and understand the risk assessment
  - If needed, complete the individual risk assessment for specific students in their classroom
  - Have a list of the students in their care, including groups and individual group leaders
  - Look out for the health and safety of themselves and those around them
  - Help manage student's behaviour and discipline as required while on the visit
  - Share any concerns or worries with the trip lead and others, as appropriate
  - Remind students of school's behaviour expectations before going off-site for a visit.
12. Students are required to:
  - Wear the red Grimsdyke logoed sweatshirt - this aids quick identification.

- Students may wear more comfortable shoes and bottoms if applicable.
- Follow instructions given to them while on the trip and behave as expected for the duration of the visit. Students will always be reminded of the school's behaviour expectations before going off-site for a visit, and will be expected to uphold the school's behaviour policy at all times.
- If the visit involves physical or outdoor activities, where alternative clothes may be more suitable, you will receive the list of requirements at least 2 weeks in advance.
- Bring a water bottle
- Bring a healthy packed lunch (must not include chocolates, sweets or fizzy drinks)

13. Parent Helpers are required to:

- Complete the Parent Trip Training workshop every 2-3 years
- Read all documentation provided to them
- Maintain an appropriate level of both conduct and communication with all involved in the visit
- Ensure that instructions and tasks are completed at the request of the group leader

14. Volunteers are required to:

- Follow the directions of staff and act accordingly
- Behave appropriately and model good behaviour for students
- Report any concerns to the trip lead or other staff present as soon as possible

15. As part of the Universal Free School Meals and FSM, students will be offered the option of a packed lunch provided by the school. This will include a sandwich, piece of fruit and bottled water.

16. If a child's behaviour prior to a visit causes concern that the necessary element of self-discipline and self-control will be lacking, the Headteacher should be consulted about refusing the child permission to go on the visit and informing the parents of the reason for such a decision. Alternatively, a parent may be asked to escort their child on the visit and take full responsibility for their child. Efforts will be made to ensure that no child should be excluded from a visit however there may be exceptional times when due to severe risks, this may be the most appropriate course of action to avoid compromising the safety of others. This decision will be made by the Headteacher only, with guidance from the teacher and related risk assessments.

17. All students, regardless of background or abilities, should be able to take part in every aspect of our school life, including visits. If a student with a disability or an education, health and care (EHC) plan, or any other specific needs (e.g. medical conditions including allergies) is participating in the visit, they will have the same support that is available to them during the school day. We will adjust the trip programme where necessary, working with parents/carers to provide additional support, making reasonable adjustments to itineraries, providing additional support staff, and other adjustments as appropriate.

18. An additional Risk Assessment should be carried out for students who have vulnerable, SEND or other additional needs. This needs to be shared with all relevant staff and approved by both the child's parent and the Headteacher. All necessary staff should be made aware of this additional Risk Assessment.

19. If a child's behaviour on the visit is considered to be unacceptable then the procedures outline above should be followed immediately following the visit, with regard to future visits. The child's parent/s and Headteacher should be informed of the behaviour and incident/s and this should be recorded on Arbor as identified in the behaviour policy. An individual risk assessment should also be produced as supporting evidence for any future visits.

20. In the event of an accident or emergency, the teacher in charge will inform the School by either calling the school landline, or mobile numbers of the Senior Leadership Team [if out of hours] and parents will be called if necessary. If there is a need for the child to attend hospital, parents will be informed and requested to

meet the child at the Hospital. Parents will be kept informed. One member of school staff will always accompany a student seeking medical treatment.

21. In the event of a missing child, the Teacher in charge will inform the Police and the School. The School will inform the parents and provide all details. Both Police and Parents will be given the corresponding contact details.
22. From time to time, parents may be asked to volunteer as chaperones on the visit. All volunteers attending will receive training which is delivered by a member of the Senior Leadership team prior to the visit. Before the visit commences, all adult volunteers will be given appropriate information about the day - this should include but is not limited to; plan of the day, group list, name of first aider, any risk assessment measures.
23. We will evaluate each visit after its conclusion, from the planning through to the visit itself, to continually improve the planning and experience of any future visits.

## **7. RISK ASSESSMENT**

We will carry out a full risk assessment at least 2 weeks before the start of all trips. The risk assessment will include any specific medical issues and allergies (for staff and students), the role of additional support on the visit, specified activities to be carried out, as well as risks associated with transport to and from the destination.

Where practical, staff may make a preliminary visit to the trip destination as part of the planning and risk assessment process. Trip leads will raise any concerns or questions about potential risks and safety measures with the Headteacher and EVC.

A copy of the risk assessment should be shared with the visit leader and SENDCO to evaluate and contribute to. Every risk assessment will be approved by the Headteacher.

## **8. STAFF RATIOS AND FIRST AID**

Risk assessments for each visit will ascertain the safe level of supervision required. On all educational visits, we will make sure there is:

- At least one supervising adult able to administer first aid is present on all trips
- Appropriate first aid equipment will be taken on all trips, in accordance with the school's first aid and health and safety policies. The welfare officer is responsible for preparing these prior to students departing school site.
- All supervising adults will be made aware of any medical issues or allergies at the start of the trip
- Adults without a DBS check will not be left alone with students at any time.
- The trip lead will take regular headcounts and/or rollcalls

## 9. CATEGORIES OF EDUCATIONAL VISITS

We have split educational visit types into three different categories. All visits require an Evolve ticket and approval from the Headteacher. Without these being completed in a timely manner the visit **will not** go ahead.

**Category A** - These visits are deemed low risk.

The Evolve ticket must be completed to include:

- Description
- Curriculum link and educational benefit
- Cost (if applicable)
- Staffing (including First Aiders)
- Risk assessments (additional assessments for SEN if necessary)
- FSM eligibility (if applicable)

Examples include

1. Walking in and around the local area
2. Visits to the local park
3. Sports or running in the local area

**Category B** - These visits have medium risk activities

The activities may require staff to have additional training e.g. activity specific induction or familiarisation of the activity and/or location. Some accredited training may be necessary for certain activities e.g. the Basic Expedition Leadership Award (BELA).

These visits require a detailed completion of Evolve, to include all of Category A requirements and

- Detailed risk assessments
- Individual risk assessments (if required)

Examples include

1. Visits to parks
2. Visits on any form of transport
3. Visits to zoo's museums etc.

**Category C** - These are the high risk activities

Usually conducted by external providers e.g. tour operators HOAC, Kingswood etc. Providers must hold high standards in safety or hold relevant qualifications (e.g. NGB qualifications or awards) and will need to approve these qualifications, licenses and/or registrations (e.g. AALA licenses) as appropriate.

These visits require Evolve tickets as for Category A and B. In addition, they require

- Validated personnel checks
- Liability Insurance certificates from providers
- Viewing of validated equipment checks
- These forms need to be completed at least 8 weeks before the event.

Examples include

- HOAC
- Activity centres (such as Kingswood)
- Any water activity except for weekly swimming lessons at a local swimming pool



## **10. ENVIRONMENTAL CONSIDERATIONS**

Depending on the conditions of your visit the category that your visit will fall into may change. A visit may rate a higher category if it takes place:

- a. In or near water;
- b. In dangerous weather conditions;
- c. On or near cliffs or steep terrain;
- d. In an area subject to extremes of weather or environmental change;
- e. On public transport.

## **11. LINKED POLICIES:**

This policy links with the following policies and procedures:

- Health and safety policy
- Charging and remissions policy
- Behaviour policy
- Child protection and Safeguarding policy
- First aid policy
- Supporting Students with medical Needs policy
- Special educational needs (SEN) policy
- Equality information and objectives
- Accessibility plan