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EDUCATIONAL VISITS POLICY

Educational Visits Policy – Trust Specific Protocols

1. Rationale

This document summarises the way in which trust schools utilise Lancashire County Council policies and procedures relating to Educational Visits. Colne Park High School follows the Lancashire Educational Off-Site Visits Policy. LCC's policy is reviewed every 3 years. The most up to date information is available on the EVOLVE website.

This document:

- Emphasises the value and importance of visits
- Supports effective management of safeguarding and risks
- Provides guidance for visit leaders in conjunction with the more detailed guidance in the LCC policy. It should be read in addition to this policy and not instead of.

2. Educational Visits Coordinators (EVCs)

Schools will appoint an educational visits coordinator and make sure they have the training they need (under the Evolve scheme, all EVCs must be trained by LCC).

The EVC works with visit leaders to plan trips and reduce risks. They should:

- be experienced in leading visits
- have the status to be able to guide the working practices of other staff
- be confident in assessing the ability of other staff to lead visits
- be confident in helping to assess outside providers
- be able to advise headteachers and governors when they're approving trips
- have access to training, advice and guidance

3. Planning Visits

Individual staff members plan educational visits to enrich the curriculum and develop the children's dispositions and attitudes.

Important considerations when planning a visit:

- a) On planning a visit staff consult with the EVC and headteacher (or senior member of staff with designated responsibility) to ensure that the visit may go ahead.
- b) All staff planning a visit must adhere to trust and school **Charging and Remissions Policies** and ensure there is **no discrimination against pupils with SEND**:

The visit should adhere to the following principles:

- A presumption of entitlement to participate for all young people.
- Ensure accessibility through direct or realistic adaptation or modification.
- Integration for pupils with SEND through participation with peers.

It is unlawful to:

- treat a young person less favourably because they are disabled.
- act in a way which disadvantages young people with disabilities without justification.

- treat a young person unfavourably due to something arising from their disability without justification or to fail to take reasonable steps to ensure disabled persons are not placed at a substantial disadvantage without justification.
- c) Following this, the visit leader uses Evolve to input the visit and uploads an up-to-date risk assessment taking account of all factors including medical needs and SEND. The EVC approves visits and type B visits are also sent for approval to Evolve/LCC not less than 4 weeks ahead of the visit.
- d) Take careful note of all of the guidance in section 3 (*Supervision*) of the LCC policy.

4. Types of Visits and approvals needed

Type B Visits Include:

- All residential visits (including foreign exchange visits)
 - All visits involving adventurous activities
 - All farm visits
 - All visits involving water (other than using a large boat as a mode of transport)
 - All trampoline park visits
 - All theme park visits
 - Laser tag or Paintballing
 - Escape rooms or mazes
 - All day visits to London or other cities where travel within the city is required.
- ❖ All Type A and B visits require approval by the EVC + headteacher.
 - ❖ All residential visits require approval by the CEO.
 - ❖ Local Learning Area visits are routine Type A visits, outlined by the DfE as those visits which are covered by a school's current policies and procedures. These are typically close to the school in the local area and require only a small amount of extra planning beyond the educational aspect of the visit.
 - ❖ Some visits, such as Duke of Edinburgh Award Scheme expeditions or establishment-led walks, require additional levels of planning and supervision (see section 4 of LCC's policy).

5. Preparation for Emergency:

Risk assessments detail procedures in the event of emergencies.

- It is a general requirement that a suitably qualified first aider is present at all times when the group is off site.
- On any visit, all adults in the group must know the emergency arrangements and how to contact the emergency services. Ensure staff selected for specific roles have the competencies for those roles.
- The school response to emergencies is outlined by the visit leader who must be assured that it is understood by all staff prior to each visit.

6. During the Visit:

A base contact is named for all visits and the base contact must be contactable at all times and have contact details for all children to hand. They must also understand the 'visit closed procedure'.

Visit leaders take the Visit Leader Emergency procedures guidance (see appendix 1 below) on each visit.

The visit leader risk assesses on a continual basis during the visit and adjusts procedure and activities accordingly in coordination with other staff on the visit. The risk assessment is therefore a fluid document that is responsive to changes in circumstances, e.g. weather, delayed transport, etc.

It is important to remember:

- Every person has a duty of care for the welfare and safety of all young people taking part in an educational off site visit to ensure the safe return of the party.
- Every person has a duty to intervene where unsafe practice is observed or where it is likely to occur.
- Every adult accompanying the visit must have a role.
- Effective supervision is about fulfilling our duty of care. Staff should ensure that young people are supervised effectively.

7. In the Event of an Emergency:

If an incident does occur during a visit, the visit leader follows the protocol detailed on the Visit Leader Roles and Responsibilities (see section 3.8 of the Critical Incident Plan) – also appendix 1 below. If in doubt they contact the headteacher via the base contact or the Lancashire EVC emergency numbers.

The base contact in school should immediately inform the Critical Incident Co-ordinator (usually the Headteacher) who will then fulfil their role according to section 3.1 of the Critical Incident Plan, drawing on other staff assigned key roles in the plan for support and following guidance in both the school's plan and Critical Incident Policy.

8. Following the Visit:

Visit leaders always assess how the visit went and assess if there were any accidents or near misses. They complete this on the post-visit evaluation. All post-visit evaluations are completed within 28 days of the visit.

9. Revision of Procedure:

Where any accident or near miss occurs the EVC, in conjunction with the headteacher or designated senior leader, reviews the EVC policy and practice and adjusts it accordingly where necessary.

Educational Visit Leader Emergency Procedures Guidance

Ref'	Educational visit leader - initial response	Tick / sign / time
E1	Ascertain the whereabouts of all pupils and staff. Ensure the emergency services are aware of anyone who is unaccounted for.	
E2	Contact the headteacher (or nominated emergency contact) to ask for support. Remember to clarify international dialling codes if abroad.	
E3	Establish a basic overview of the incident. Ensure that accurate, factual information is available for those arriving on-scene.	
E4	Establish arrangements to meet the immediate welfare needs of pupils and staff.	
E5	Identify pupils with Special Educational Needs (SEN) and anyone who may be particularly vulnerable. Inform the emergency services of any pupils or staff with known medical conditions or requirements.	
E6	Ensure that a member of staff accompanies any pupils to hospital but remember the safety of everyone else, even if unharmed. Do not leave anybody on their own and try to maintain an adequate adult / pupil ratio.	
E7	Ensure other staff are briefed (and given tasks) on a regular basis. Ask staff to maintain a log of actions taken and decisions made.	
E8	Keep a log of important information, actions taken and decisions made.	
E9	Remember to retain any important items / documents. E.g.: <ul style="list-style-type: none"> • Contact details • Consent forms (including medical and next-of-kin details) • Maps • Tickets • Insurance policies • Proof of identity • Passports (if abroad). 	
E10	Avoid making comments to the media until parents / carers have been informed.	
E11	Do not discuss legal liability with others.	
Ref'	Educational visit leader - ongoing response	Tick / sign / time

E12	Continue to assess any risks to pupils and staff. Take action to prevent further harm if necessary.	
E13	Act as the main contact for co-ordination of the response and work closely with the headteacher / nominated emergency contact. Continue to liaise with the emergency services and other organisations.	
E14	Continue to brief staff and allocate tasks on a regular basis.	
E15	Monitor and reassure pupils. Plan for the longer-term welfare needs of pupils and staff.	
E16	Consult the headteacher (or nominated emergency contact) about arrangements for notifying parents / carers and reuniting them with their children.	
E17	Liaise with the tour operator / provider, if appropriate.	
E18	Try to obtain the names and contact details of any witnesses to the incident. If possible, obtain a written account from them.	
E19	If abroad, contact the Foreign & Commonwealth Office for support.	
E20	If abroad, check your insurance policy and seek insurance / legal advice before incurring any substantial expense (e.g. medical treatment).	
E21	Retain any receipts / documentation for insurance purposes. E.g.: <ul style="list-style-type: none"> • Records of expenditure • Medical certificates / hospital admission forms • Police incident number. 	
E22	Check that everyone who should have been notified of the incident has been informed. Remember that information given must be limited until the facts are clear and all parents / carers have been notified.	
E23	Ask the Trust to assist with developing a media statement, with support from other organisations as appropriate. Devise an ongoing strategy for dealing with media requests.	
E24	Ask pupils and staff to avoid speculation when talking to the media. Try to prevent the spread of misinformation (especially through the use of mobile phones).	

Ref'	Educational visit leader - recovery	Tick / sign / time
E25	Please refer to appendix 1 for providing welfare arrangements and post incident support after the initial emergency response.	
E26	Complete any necessary forms / paperwork.	