



## Educational Visits Policy

Policy Type:	School (not statutory)
Review Frequency:	Every 3 years (or following change to guidance)
Delegated to:	Curriculum & Pupils' Issues Committee
Last Reviewed/Approved:	New policy in 2023 (replaces the Educational Visits Policy 2019-22)
Policy reviewed by:	A Bridson (Headteacher) A Gumbley (EVC) B McAnenny (Chair of Governors) D Scourfield (LA School Safety Team)
Date of Next Review:	Autumn 2026

### 1. Rationale

Cardinal Langley RC High school recognises the immense value of off-site visits and activities, whether residential or day-long. Such activities promote the development of young people in a wide variety of ways, whether that be specific to a curriculum area, the development of personal skills or contributing to personal, social, moral and spiritual aspects of education. Experiential learning outside the classroom also promotes positive relationships between staff and students which are an important aspect of our learning community.

Learning outside the classroom activities, and educational visits, have clear and measurable aims which link to the curriculum intent. The impact contributes to pupil's attainment and progress. Cardinal Langley's approach to the evaluation of activities and visits is set out in this policy.

### 2. 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 Cardinal Langley 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.

### 3. Application

In addition to this Educational Visits Policy, *Cardinal Langley*:

1. Adopts the Local Authority's (LA) document: **'Policy for Educational Visits and Activities Linking to OEAP National Guidance'** (All staff have access to this via Evolve)
2. Adopts National Guidance [www.oeapng.info](http://www.oeapng.info) (as recommended by the LA)
3. Uses EVOLVE for off-site activities *beyond the local learning area*

All staff are required to plan and execute visits in line with school policy (i.e. this document), Local Authority policy, and national Guidelines. This is also a requirement of the trips & visits insurance policy for the school. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

### 4. Leadership of activities

The competence of the party leader to lead the activity is the single most important factor in the successful outcome of a visit. The activity leader must be a member of staff who, in the opinion of the Headteacher and EVC, has the necessary personal qualities, experience and relevant qualifications to lead a visit of the type. Generally, this will be someone who has previous experience of leading or assisting on a visit of this type, is an employee of the school, is able to manage the pastoral welfare of students, possesses appropriate qualifications and exhibits sound decision-making abilities.

If a trip has been organised and the activity leader changes for whatever reason, both the Headteacher and the EVC must be made aware of this prior to the event. The new activity leader must be fully aware of the responsibilities he/she is taking on and meet all the criteria detailed above.

The activity leader is responsible for communicating with the Headteacher, completing risk assessments and liaising with the LA where appropriate, completing all relevant paperwork, communicating with parents/carers and participants and taking overall responsibility so that all aspects of the activity comply with school policy. A member of staff is not able to lead an activity if their own dependents are taking part.

The activity leader is responsible for the implementation of all relevant school policies during the activity.

### 5. Planning & Approval of Visits

The extent of planning required will clearly be related to the complexity of the visit. Risks are expected to be reduced to an acceptable or tolerable level and not necessarily eliminated. Planning should achieve a rational balance between potential adverse risks and the intended benefits and outcomes of the activity. Common sense should be used in assessing and managing the risks of any activity. It is useful to think in terms of 'risk management' taking into account all aspects of activity planning and management.

Routine sporting fixtures are part of the normal curriculum offer. The school uses a range of providers for Alternative Provision (AP) which are approved by the Local Authority. Activities organised as part of the AP programme are covered by their own risk assessment procedures but providers should be made aware of this document.

All visits must be approved by the Headteacher and EVC.

The leader of the activity must:

- Input the proposed activity on EVOLVE
- Carry out a risk assessment which must first be discussed with the EVC
- Include alternative arrangements (plan B) where appropriate (e.g., where weather conditions are critical)
- Upload a list of pupils taking part onto Evolve (which indicates which coach they are travelling on if multiple coaches are used)
- Forward a copy of the risk assessment to the EVC
- Present accurate costings for the proposed trip and state whether the trip is chargeable; requires a voluntary donation or is free of charge.

## 6. Types of Visit & Approval

There are three 'types' of visit:

i **Visits/activities as part of the normal curriculum and take place during the normal school day**

ii **Other non-residential visits within the UK that do not involve an adventurous activity**

These are entered on EVOLVE by the visit leader and submitted to the EVC for checking. The EVC then submits to the Head for approval.

iii **Visits that are overseas, residential, or involve an adventurous activity**

As above, but the Head authorises and then submits to the LA for approval.

## 7. Timescales

Cardinal Langley uses the Evolve system to plan, manage and record educational visits.

Visit Leaders should plan and prepare visits allowing time for internal and external vetting and approval as required. Normally this will mean that visit plans should be submitted to the EVC by the following deadlines:

- 3 to 6 months before departure for Overseas Visits
- 4 weeks before departure for Residentials
- 4 weeks before departure for Adventure Activities
- 2 weeks before departure for other types of visit

If for any reason these deadlines cannot be met, clarification and approval should be sought from the EVC.

## 8. 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 Head Teacher or EVC prior to planning, and certainly before making any financial commitments. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements.

**The Educational Visits Coordinators (EVC)** are Mr Hughes & Mr Gumbley, who will support and challenge colleagues over visits and learning outside the classroom 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 Head. The EVC sets up and manages the staff accounts on EVOLVE, and uploads generic school documents, etc. If a member of staff holds a relevant award (e.g. First Aid, MiDAS minibus training, Outdoor Leadership type awards) they should email a copy to the EVCs who will update staff profiles accordingly. The EVC will support the Headteacher in matters relating to approval, staffing and

management of activities, offer guidance and support to staff and manage EVOLVE (the web-based system for the planning, management and approval of visits).

**The Head Teacher** has responsibility for authorising all visits, and for submitting all overseas, residential or adventurous activity visits to the LA for approval, via EVOLVE.

**The Governing Body's** role is that of a 'critical friend' and it will:

- i. Adopt and periodically review this policy, as required.
- ii. Ensure there is a competent Educational Visit Coordinator (EVC) in place who meets the requirements outlined in 'National Guidance' and has completed the Employer's EVC Training Programme and any updates as required.
- iii. Review the range of visits provided by the school via a report submitted twice a year by the EVC.

*Individual governors may request 'read-only' access to EVOLVE.*

*(Refer to [www.oeapng.info](http://www.oeapng.info) document 3.4f)*

**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.

## 9. Educational Visits Checklist

The 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. A visit should only go ahead if the answer to all relevant questions is 'YES'. The Educational Visits Checklist can be downloaded from EVOLVE Resources.

### a. For visits **that are not** overseas, residential or involving adventurous activities.

Staff will be provided with a checklist as to what is needed, but as a minimum the visit leader should have:

- Consent forms (where needed – see section 11)
- Contact details
- EV7
- First Aid Kit
- Mobile phone

As a minimum the base contact should have

- Copy of Risk assessment
- Copy of Consent Forms (where needed – see section 5)
- Copy of EV8
- Mobile phone
- Suitable level of access to Evolve that will allow the base contact access to the full details of the visit form for the visit

### b) For visits that **are** overseas, residential or involving adventurous activities

Any plans for activities falling in this category should first be discussed with the EVC and Headteacher before any financial commitment is made. Authorisation may only be given by the Headteacher following agreement by Governors, but such visits must still be approved by the Local Authority. A list of what constitutes such activity is included in the RBC guidance document: *Policy for Educational Visits and Activities linking to OEAP National Guidance*

**All specific items of risk, for example, overnight security, need to be checked prior to departure.**

Brief details of all visits in this category will be included in the Headteacher's termly Report thereby informing Governors of all visits approved by the Headteacher and EVC.

Staff must use the Evolve website to record details of the visit:

[https://evolve.edufocus.co.uk/evco10/evchome\\_public.asp?domain=rochdalevisits.org](https://evolve.edufocus.co.uk/evco10/evchome_public.asp?domain=rochdalevisits.org)

In order to use the site, you require a logon which can be obtained from the EVC.

Staff must;

- Complete all sections on Evolve and attach other relevant material which must include a risk assessment (EVC will advise on this). This must be done within the appropriate timescales to ensure approval can be considered. Failure to comply with this may result in financial liabilities for school and parents/carers if approval not granted.

Staff will be provided with a checklist as to what is needed, but as a minimum the visit leader should have:

- Consent forms
- Base Contact details
- EV7
- First Aid Kit
- Mobile Phone

As a minimum the base contact should have:

- Copy of Risk assessment
- Copy of Consent Forms
- Copy of EV8
- Mobile phone
- Suitable level of access to Evolve that will allow the base contact access to the full details of the visit form for the visit

For all such activities the activity leader must prepare an information booklet for parents/carers and participants AND arrange a parent/carer information session prior to the event.

It is good practice for an evaluation to be completed on Evolve following the return of the trip to inform future planning.

**N.B. The most up to date EV7 & EV8 forms can be found on Evolve - Resources - Guidance, Policies & documents – Establishment Documents**

## **10. Inclusion**

Educational visits are very beneficial to students and should be organised with the intention of including all relevant students. Exclusion from an activity should only normally be considered when

- The student presents a danger to themselves or others
- A student's behaviour on previous visits has been unacceptable

Any such exclusion must be approved by the Headteacher

Under the Equality Act 2010 it is unlawful to discriminate against participants because of their disability without material or substantial justification. It is necessary to make reasonable adjustments to avoid participants being placed at a substantial disadvantage, however, adjustments made should not impinge unduly on the planned purpose of the activity.

Students can be excluded from a trip/visit if their behaviour history shows defiant and challenging behaviour which may result in putting themselves, other students and/or staff a risk whilst on the visit. (This would include refusing to follow instructions, flight risk, threatening behaviour or physical violence).

If a student's behaviour is the result of a diagnosed condition, then it will likely fall under the Equality Act, so the school will need to demonstrate the range of reasonable adjustments have been considered before coming to the decision to exclude the student from the trip. If the party leader believes a student has challenging behaviour, they should only be included if a comprehensive risk assessment is undertaken and sufficient measures put in place. The party Leader should also understand that while they might have a

good relationship with that child, the child will be interacting with other members of staff and others, including instructors, and that the party leader might not always be in a position to intervene.

## **11. Parent/Carer Consent**

Written consent from parents/carers is not required for pupils to take part in the majority of off-site activities organised by the school, as most of these activities take place during school hours and are a normal part of a child's education at school. However, parents should be told where their child will be at all times and of any extra safety measures required.

The school will obtain generic consent on admission for certain routine activities, e.g. after school fixtures, etc.

Written consent is usually only requested for activities that need a higher level of risk management or those that take place outside school hours.

Parents must be told in advance of each activity and must be given the opportunity to withdraw their child from any particular school trip or activity covered by the form. Health and safety: advice on legal duties and powers (DfE, February 2014)

The school will operate under these guidelines and ask parents of children starting at the school to sign that they have read and accept the school's policy on parental consent for trips and activities.

The use of electronic consent can be used via the ParentPay system as long as all relevant information is included. Advice on consent from the Outdoor Leaders Advisers Panel can be found here <https://oeapng.info/visit-leader/>

## **12. Staffing & Supervision**

Cardinal Langley RC High School recognises 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 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.

There must be an appropriate level of supervision at all times.

Staffing ratios should be agreed by the visit leader and EVC before approval by the Headteacher, but ultimately the responsibility for this rests with the Headteacher.

The party leader must be confident that the staffing ratio and the experience of the staff on the visit are appropriate for the visits and the students attending. It is not good enough to "meet the ratio" as this will depend on the nature of the students involved and the experience and competency of the staff. If the Headteacher, EVC or visit leader feel the staffing levels are inadequate, the visit should not go ahead.

Additional supervising adults, not employed by RBC or Cardinal Langley RC High School must not be left in sole charge of pupils. They are there to provide assistance. Pupils from this school are the responsibility of staff from Cardinal Langley RC High School, employed by Cardinal Langley RC High School or RBC.

The following staff:pupil ratios are a minimum requirement. The addition of other supervising adults should not be seen as a way to reduce this further.

**For visits that are not overseas, residential or involving adventurous activities: 1:15.**

**For visits that are overseas, residential or involving adventurous activities: 1:10**

Remote supervision (where pupils are unaccompanied for a period of time) is permissible but the decision to allow this should be based on the professional judgement of the activity leader taking into account factors such as prior knowledge of the pupils, the activity taking place and the emergency systems in place. For further information see <https://oeapng.info/download/1138/>

### **13. First-Aid**

First-aid will form part of any risk management process. The level of first-aid required will be dependent upon the type and nature of the activity but should be available and accessible at all times and not reliant on external providers. As a minimum on each activity there should be a member of the group with a good working knowledge of first-aid. This would be demonstrated by possession of a current one-day certificate. **For all residential activities, visits abroad and adventurous activities, a member of staff should have as a minimum a 2-day course, preferably with an outdoor emphasis.** Where students are split into group for activities, in such cases it would be good practice for several members of staff to hold a qualification.

Please note some courses require a 12-month refresher while others are a 3-year refresher.

A list of all staff holding a First Aid Qualification and its expiry date can be found in the School Safety Policy & Procedures.

On all visits:

- An adequate first aid kit should be carried
- A member of the group with the appropriate level of training is to be appointed to be in charge of first-aid arrangements
- If a student needs to be taken to hospital they should be accompanied by a member of staff
- A first aid kit must be available in the school minibus if it being used to transport pupils

### **14. Transport**

The transport of pupils on educational visits can be a major area of concern for the activity leader in terms of safety of staff and pupils, cost and staffing. Parents must be made aware of the form of transport to be used and their consent obtained. This can be achieved through the information letter which is sent to parents regarding the visit.

#### **a) Private cars**

Where a private (staff) car is to be used to transport young people to/from a venue, this must be approved by the Headteacher, a form EV6 must be completed and retained (annually) and staff must have business insurance if they use their own car for any school business/activity. This can often be obtained at no cost, especially when renewing car insurance. The driver is responsible for ensuring that the vehicle is roadworthy i.e. MOT'd, and that there is an appropriate driving licence and insurance cover for carrying the pupils. The driver is responsible for ensuring that pupils have their seat belt fastened. In accordance with safeguarding guidelines, a lone member of staff should not normally be in a car with an individual student.

Staff/school should not be involved in organising the use of parents' cars to transport children other than their own.

### **b) Minibuses**

National guidance changed in 2012 and school staff can drive the school minibus without any special licence with the permission of the Headteacher and if the following conditions are met:

- The staff member obtained their car driving licence before January 1997
- The staff member obtained their car driving licence after January 1997, has held it for at least 2 years, is not being paid to drive the minibus and the minibus weighs no more than 3.5 tonnes and is not towing a trailer.
- The school has a section 19 permit

As a school, however, we do expect all members of staff who drive students in a minibus to have completed MIDAS training and that this training is renewed as directed. Mr M Tamburro has list of all MIDAS Trained Staff and their status.

**As a Voluntary-Aided school these guidelines have been set in line with national and Rochdale guidance.**

### **c) Coaches**

The activity leader is responsible for the safety of the pupils.

- There should be a clear list of who is travelling on the coach including staff. If there are multiple coaches travelling pupils and staff should remain on the originally allocated coach unless absolutely necessary. Coach lists should be uploaded to Evolve.
- Pupils should remain in their seats with their seat belts on at all times
- Asking the driver to move the vehicle if it is parked in a dangerous place, asking/reminding the driver not to use a mobile phone whilst driving.
- The group leader is responsible for the party and must ensure all group members are made aware of the position of emergency doors, first-aid and fire extinguishing equipment.
- Pupils must not communicate directly with the driver.
- Staff should occupy the front seats directly behind the driver in order to monitor the driver and communicate with them if necessary. (Some drivers will try to "reserve" these seats especially on overseas journeys in order that they can stretch out over the four seats at the front of the coach. This is not acceptable and the act of stretching out across the seats illegal in most countries). Staff should also have a presence in the middle and towards the rear of the coach. For all journeys apart from those in very close proximity to the school, a minimum of three staff should accompany the group on the coach.
- If the vehicle breaks down on a motorway the vehicle should be evacuated (evacuate the back third first, the roadside third next and then the rest in order of likelihood of impact). Evacuation from the right-hand side towards the front and left is normal if the vehicle is in the normal flow of traffic.

## **15. Insurance**

The activity leader should ensure, well before the group departs, that adequate insurance arrangements are in place. **The school has bought into the Catholic Insurance Services travel insurance scheme (details available from EVC) however staff organizing residential, overseas and adventurous activities should consider carefully whether additional insurance is needed.**

All participants, children or staff travelling within the European Union must hold a valid GHIC. Parents must be informed of the requirement for their child to have an GHIC. It is advisable to collect these prior to departure.



Parents/carers must be made aware of the scope of insurance. A copy of the insurance schedule should be included in the information booklet and any excess highlighted. With many insurance policies parents will have to make the claim themselves. They must be informed of this. Parents/carers must be advised that if they are dissatisfied with the level of cover, they should take out further cover. (Many policies do not cover devices such as mobile phones)

Even when participants carry the GHIC and travel insurance, medical bills can arrive or charges can still be made after the party returns. Staff organising visits should be aware of this and have informed parents/carers that the excess is their responsibility or have a contingency available on return to cover any hospital visits.

The insurance company must be informed of any pre-existing medical conditions relating to any participant. If this is not done it could invalidate cover. It may be necessary to take out additional insurance cover for participants with specific medical conditions.

## 16. Emergency procedures

The school will follow the LA emergency procedure, making use of EV7 and EV8 emergency cards. The EV7 emergency card must remain with the visit leader and the EV8 Emergency card must remain with the school emergency contacts at all times.

It is not always easy to determine what constitutes an emergency and it will normally be down to the judgement of the activity leader to decide. If uncertain, the emergency procedures should be followed.

Factors to be considered:

- i. Multiple casualties resulting from one incident.
- ii. Serious injury to one casualty
- iii. When it has been necessary to contact the emergency services
- iv. Where the incident is likely to attract media attention
- v. Hospitalisation overnight resulting from injury

All participants, school contacts and parents/carers **must** be aware of emergency procedures and this **must** be outlined at a parents/carers' information meeting.

Where possible, pupils taken to hospital should be accompanied by a member of staff. The member of staff should remain with them until parent or carer arrives. Parents/carers should be made aware that they will be expected to attend hospital if the incident is serious or the stay in hospital will extend beyond the length of the trip. Adequate insurance should be in place to cover cost of travel for this purpose. If residential or overseas, and time and distance make it impractical for the parents to attend hospital, then daily visits should be made by a member of staff.

All parents/carers contacted in non-emergency incidents, e.g. sprained ankles, will be informed by the member of staff at hospital after they have liaised with the doctor. Efforts must be made to contact parents/carers before any invasive treatment, e.g. injections, operations, stitches. If more serious injuries are identified the emergency procedures described above should be followed.

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

- i. There is always a nominated emergency base contact for any visit (during school hours this is the office).
- ii. 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.
- iii. 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.

- iv. 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.
- v. 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.
- vi. For visits that take place outside of normal curriculum activities, the visit leader will carry an EV7.

## 17. Communication with Parents

For all residential visits, visits abroad and some adventurous activities a parental information evening must be held so that consent or refusal can be given on a fully informed basis. An information booklet should be given. In the event of a critical incident, staff on the visit will remove mobile phones from students, and all communications with parents will be via the school until agreed otherwise.

## 18. Financial Planning

All trips should be financially viable and the visit leader must have a clear budget plan which includes an appropriate contingency. All parental contributions will be collected via ParentPay and the appropriate charge (currently 1.275%) be included in the budget plan. Funding for Cared for Children, or those that are eligible for Pupil Premium Grant, can be applied for through the Designated Teacher for Cared for Children or the Pupil Premium Co-ordinator. Further information is included in the Charging & Remissions Policy.

## 19. Activities not sanctioned by Educational Visits Advisor.

Activities such as trampolining, are not to be used unless the contents have been checked by the EVC and / or the LA and there is sufficient insurance in place.

## 20. Related Documents

Child Protection & Safeguarding Policy & Procedures

Behaviour for Learning Policy

Search Policy



Policy in relation to Drugs and other Banner or Controlled Substances

Care & Control: Policy on the Use of Reasonable Force and Physical Restraint

DfE Advice regarding Health & Safety 2014

RBC Policy for Educational Visits and Activities linking to OEAP National Guidance

## 21. Policy Approval:

Signature of Headteacher:		Date:	06.12.2023
Signature of Chair of Governors		Date:	06.12.2023