



The  
**MAST**  
 Academy Trust

This master policy has a supporting document: *school responsibilities – policies*.

<b>Policy</b>	Educational visits policy	
<b>Owner</b>	The Mast Executive Administrator	
<b>Date approved</b>	14 <sup>th</sup> June 2022	
<b>Approver</b>	Standards and effectiveness Committee – Trust Board	

<b>Current version</b>	V3.0
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<b>Next review due</b>	Summer 2025
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<b>Objective of Policy</b>
To provide guidance on the policy and processes when planning and completing educational visits.

Version Control	
Version Number	Summary of amends from previous version
2.0	Review and appropriate updates since last version, front cover amends.
3.0	3-year review

Sign off requirements	
Approvers	Position
Standards and Effectiveness Committee	Trust Board
Reviewers	Position
Natasha Greenough	CEO
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## 1.0 Introduction

This policy is written in line with Kirklees' Guidance. It is important the Headteacher, Deputy Headteacher and the Educational Visits Coordinator (EVC) are conversant with the contents. Group Leaders must be familiar with the aspects of the Kirklees Council Guidance for Outdoor Learning, Off-Site Visits and Adventurous Activities which can be found on Evolve.

All the visits undertaken need to be subject to certain conditions: -

- 1) Visits must be relevant to the children, their age and their level of development.
- 2) The visits should relate directly to the curriculum.
- 3) All visits must be planned with clear educational objectives. Some visits, for instance to a theatre or exhibition, may be regarded as one off with relevance to a broad and balanced curriculum.
- 4) Visits should not be seen in isolation, but should have adequate preparation and follow up.

## 2.0 Benefits to Pupils

Visits, both day and residential, provide teachers and children with opportunities to work in an environment outside their normal classroom. The children can develop social skills and interact without many of the normal constraints and the personal and social development of the children can be as important as the more formal content within the National Curriculum.

Throughout the National Curriculum, large emphasis is placed upon the importance of first-hand experience. Visits to farms, country parks, theatres, and the local village and to other areas gives children this invaluable experience.

## 3.0 Health and Safety

The school will adopt the procedures as laid out in Kirklees' guidance.

The following procedure will be adopted when organising any visit outside the school grounds.

3.1 Proposals for visits will, as a minimum, state:

- The educational purpose of the visit.
- Its aims and objective's and
- How it conforms to the school's curriculum aims

3.2 Evolve will be used to provide assurance that each visit is methodically and suitably planned.

3.3 The school has adopted 4 categories of visits as laid out in Kirklees guidance. They are as follows:

- A) Local visits within normal school hours (not including proximity to natural water)
- B) Local day-long visits further afield where departure and/or arrival may be outside school hours (not including proximity to natural water)
- C) Residential
- D) Adventurous activities and/or proximity to natural water.

- 3.4 Approval of visits will be outlined within the arrangements section of this policy however in brief:
- The Headteacher or Deputy Head will approve all visits.
  - Kirklees LEA will be notified for all visits in categories B and C (Residential and adventurous activities and where natural water is encountered e.g. coast, river or canal).
- 3.5 Staff competencies required for the nominated trip leader and for teaching and support staff will be clearly defined.
- 3.6 Where the school uses external providers, a risk assessment must be obtained from the provider. In the case of activity centres, a copy of the Learning Outside the Classroom quality badge (LOtC) should also be obtained.
- 3.7 Risk assessments and procedures for managing risks will be in place for all risks that are reasonably foreseeable. The risk assessment must be read and signed by the trip leader.
- 3.8 The timescales for the proposal, approval and departure of each visit will be included in the arrangements section of this policy.
- 3.9 Suitable and sufficient information will be provided to parents to enable them to make an informed decision as to whether their child should accompany the trip.
- 3.10 No child will be allowed to embark on any visit without producing a consent form signed by their parent/guardian.
- 3.11 Every new trip or visit will be subject to a review.

## **4.0 Risk Assessments**

Risk assessments are an integral part of the planning process. The Trip Leader is responsible for producing risk assessments for all aspects of the visit. Evolve contains generic risk assessments for most types of locality. These must be amended to suit the specific location and group travelling, reasonable adjustments for disabled members of the group should be made and noted in the risk assessment. Evolve also contains some specific risk assessments, but, again, these must be amended to suit the individual group going. For regular visits, such as swimming, or local church, risk assessments need to be done perhaps once a term or once a year.

During the visit ongoing risk assessments need not be written down, but if any situation arises that impacts on future visits or affects any of the children in any way then a note should be made.

## **5.0 Organisation**

Responsibility for educational visits rests with the Governing Body and Headteacher/Deputy Headteacher. The respective roles of each are outlined within Kirklees Guidance.

### **5.1 Governing Body**

Approval of all new visits must be obtained by the governing body **before** the visit takes place. Refer to the school responsibilities document – policy document for detail of will oversee and monitor this policy.

The Termly report outlining visits planned and the result of the review of new visits undertaken will be submitted to each full Governing Body meeting.

## **5.2 Headteacher/Deputy Headteacher**

The Headteacher/Assigned Senior Leader (delegated person with responsibility) will be responsible for ensuring that school trips are planned, organised, undertaken, controlled, monitored and reviewed. The Headteacher/Deputy Headteacher will agree, with the named EVC, the duties delegated to the EVC.

The Headteacher/Assigned Senior Leader will report the results of the reviews of visits undertaken to the Governing Body.

## **5.3 Educational Visits Co-Ordinator (EVC)**

The schools Educational Visits Co-Ordinator is detailed in the school responsibilities document

They will undertake duties as agreed between them and the Headteacher/Assigned Senior Leader

The EVC will be fully conversant with the Kirklees Guidance as well as the DfEs Health and Safety for Pupils on Educational Visits and the subsequent supplements.

## **5.4 Trip Leader**

The Trip Leader will comply with the requirements outlined in the Kirklees Guidance. As such, every Trip Leader must be conversant with Kirklees Guidance.

The Trip Leader must demonstrate the following:

- Awareness of potential hazards and dangers.
- Sound judgement of what constitutes a dangerous situation.
- Preventing access to dangerous situations for those ill-equipped to cope.
- Adequate supervision.
- Knowledge on how to help oneself and those in danger.
- Knowledge on where to get information on the area they are travelling to including the tide tables and weather forecasts.

The Trip Leader will ensure that the trip is planned using Evolve and that any activities or events that may place staff or pupils at significant risk are assessed and that safety measures are in place prior to the trip taking place.

The Trip Leader will ensure that all parents of children on their trip are provided with all information required and that any questions raised are answered prior to the trip taking place.

Parents should be fully informed of any risks relating to the trip and consent should be gained by the Trip Leader before departure.

Any activities which may include the child entering water must be made clear to the parents or any activities which leave interpretation open e.g. river walking – does this mean a walk along the banks of a river or does it mean walking in the water?

The Trip Leader named for each visit will have overall responsibility for the visit whilst it is underway.

The Trip Leader will liaise with the EVC throughout the planning and preparation of their trip.

After any new trips, the Trip Leader will review their trip and provide details of their review to the Headteacher/Assigned Senior Leader.

### **5.5 Supervisory Staff**

All staff assisting with supervision on any trip will be conversant with the Kirklees' Guidance.

All staff will ensure that the requirements of any risk assessments, risk control procedures and safe systems are followed.

All staff will ensure that once the trip has started, where any previously unforeseen hazards or risks are identified they are brought to the attention of the Group Leader.

All staff will adhere to The Mast Academy Trust code of conduct.

After any new trips, staff will feed back information to the Trip Leader to enable a full review of the trip to be completed.

## **6.0 Arrangements**

### **6.1 Proposals**

The Trip Leader will submit a proposal to the Headteacher/Assigned Senior Leader.

The means of complying with the requirements outlined in Kirklees' planning checklist must be outlined.

Proposed visits should be clear as to insurance arrangements and the financial procedures that will be used including charging and remissions.

Parents should be given sufficient information to enable them to make an informed decision as to whether their child should participate in the visit. They must sign the relevant consent forms, and provide emergency contact numbers and all relevant medical details.

Where coach or minibus travel is to be used it must be in accordance with Kirklees' regulations as outlined in the Kirklees Council Guidance for Outdoor Learning, Off-Site visits and Adventurous Activities which can be found on Evolve.

The CEO of The Mast Academy Trust must be informed of all residential activities and trips.

### **6.2 Notification**

Notification will be made through Evolve.

Notification to Kirklees Emergency Planning Team will only be allowed after the Headteacher/Assigned Senior Leader is satisfied that the Evolve form has been fully completed and that any requisite additional information is attached and they have signed all relevant documentation.

The Trip Leader and EVC are responsible for sending the Evolve form to the Headteacher/Assigned Senior Leader for approval at least four weeks prior to the visit. On approval, the Headteacher/Assigned Senior Leader will submit the Evolve form to Kirklees Emergency Planning Team.

The Headteacher/Assigned Senior Leader will ensure that the Trip Leader carries out this task.

### **6.3 Undertaking the Visit**

Once the Evolve form has received approval, the visit will commence in accordance with the itinerary and activities planned. Any deviation from the itinerary or planned activities must be considered by the Trip Leader and a risk assessment made prior to the alteration taking place.

A record must be kept of all such instances for evaluation and review purposes.

Any accidents that result in a pupil or member of staff having to go to hospital must be telephoned to the school contact immediately. Upon receipt of any such calls, the school contact will immediately inform the Emergency Planning team in Kirklees and follow relevant Emergency Procedures.

### **6.4 Monitoring**

The school will monitor the implementation of this policy by ensuring that the documentation required has been produced to a satisfactory standard.

On occasions the EVC, Headteacher/Assigned Senior Leader or member of the Governing Body will accompany a group.

The school may also request Kirklees Education Visits Advisor to undertake a monitoring visit of a planned trip. This will be used for the school's own monitoring purposes.

### **6.5 Evaluation and Review**

Every new visit will be reviewed by the Trip Leader.

The results of the evaluation and review process will be provided to the Headteacher/Assigned Senior Leader.

The Termly report to the Governing Body will include details of the evaluations and reviews for visits undertaken.

The evaluation and review report will be maintained in the school's educational visits file for reference.

## **7.0 Medicines and Medical Conditions**

It is the responsibility of the Trip Leader to check for medical conditions within the group of pupils they are taking. This information should then be relayed to accompanying staff so they know who may need support in their group. The Trip Leader should try to group pupils with medical conditions, or those who require medicine, with a school First Aider who will be able to administer medication when needed. In the absence of a school First Aider, the Trip Leader will be responsible for ensuring medication is administered when needed.

Medicines should be clearly labelled with the pupil's name and the time which the medication is to be administered. Medical forms must be checked for permission to administer medication.

Medication will be help by the individual pupil's group leader and given back to the office on return to school.

School First Aiders are not essential to a trip when First Aid provision is available at the venue but it is desirable to have a school First Aider available.

## **8.0 Insurance**

All staff, pupils and adult helpers are covered by RPA insurance which is held by school.

## **9.0 Use of Mobile Phones**

It is the responsibility of the Trip Leader to agree with the Headteacher/Assigned Senior Leader whether pupils will or will not be permitted to take their mobile phones on the trip.

If it is agreed that mobile phones will be permitted on the trip, the trip leader must ensure that the accompanying staff are aware of, and uphold, the schools mobile phone policy as they would in school.

## **10.0 General Guidance**

When a teacher, or any other party leader takes a group away they have the same health and safety responsibility that he/she has during a normal teaching day i.e. to do all that is reasonably practicable to ensure:

- The health and safety of pupils in their charge.
- The health and safety of others.
- His/her own health and safety.

The difference is that educational visits are not usually 'normal' and therefore require specific planning and organization.

### **10.1 Supervision**

There is no legal requirement or direction as to supervisory ratios on educational visits.

The following are recommendations: -

- 1:15 Where risks are normal (museum visit, local church, local study).
- 1:10 Outdoor activities (summer); residential where teachers are not involved in activities i.e. pastoral care only.
- 1:8 Residentials where teachers lead activities; hill walking in winter. (1:6 For children less than 8 years of age).

These are the minimum recommended and the smaller the ratio the better.

A list of staff accompanying the trip and a list of reserve staff should be submitted to the Headteacher/Assigned Senior Leader during the trip approval process to ensure there is adequate supervision in the event of staff absence.

The trip leader should also outline how many staff will be accompanying the visit in the letter to parents.

## **10.2 Leading a Trip**

No formal qualification is required to lead groups on most off-site visits. This includes hilly terrain and moor land below 600m and in summer conditions where activities take place less than 30 minutes from the nearest road or habitation. Other comfort and safety factors will, of course, need to apply as appropriate, in terms of clothing and equipment, manageable group size, communications and control of the group for example. It is the responsibility of the Trip Leader to determine suitable clothing and equipment and make parents aware of this via letter.

It is the responsibility of the trip leader to ensure that all parents are informed that we have the right to refuse their child from the trip on the day of departure if they arrive without the correct clothing and/or equipment. In this situation, parents should be made aware that we can't guarantee a refund of any monies lost (this can be confirmed by the school and will be specific to each trip).

## **10.3 Adventurous Activities**

The adult leading the group on any adventurous activities (climbing, mountain walking above 600m and in remote areas, sailing, canoeing, caving etc.) must have a recognised National Governing Body award. If a commercial centre is being used, then that centre must be licensed by the Adventurous Activities Licensing Authority (AALA). Any down time and evenings need to have separate risk assessments from the trip leader.

## **10.4 Food and Drink**

Children must take enough food and drink for the time they are out. In summer, teacher must ensure that enough water is taken. It is suggested that no vacuum flask or glass bottles are taken.

## **10.5 Bags**

Children must take an adequate bag to carry any food, drink and/or spare clothing in. It must be comfortable enough to carry around with them for the duration of the visit. Ideally this should be a rucksack, but other bags may be suitable.

## 11.0 General Guidance for Travelling

Good discipline is essential. The following guidance is given concerning the management of groups when travelling.

### 11.1 Walking

- Pupils should walk in controlled groups.
- One member of staff should be at the front or in control of the front of the group, another at the back aware of any individuals who are behind.
- The degree of control required will primarily depend upon the nature of the group and location.

### 11.2 On Roads

- Avoid walking on roads wherever possible.
- Pavements should be used.
- Encourage pupils to be considerate of other pedestrians.
- Where there is no pavement, walk on the right hand side of the road, facing oncoming traffic.
- When approaching dangerous corners on unpaved roads, the whole of the party should be halted. The leader should move forward. If safe passage is ensured, the pupils move forward. If the safe passage is compromised the leader or assistant leader should call a warning. This could be a whistle.
- When walking in darkness or semidarkness, the leaders should wear fluorescent markers and should have a white light for the front and a red light for the rear of the party. The school possesses fluorescent jackets which should be worn by the trip leader and all of the accompanying adults.
- Particular care should be taken when groups are crossing a road. Leaders should always seek a pelican or zebra crossing. If one is not available, a safe place should be sought and the group cross in waves. This should be practiced before the trip.

**NB.** Teachers have no legal right to stop traffic, but most drivers are obliging.

### 11.3 Coaches

- On boarding any large vehicle one adult should enter the coach and supervise the children into their seat.
- A second adult should stand outside the coach ensuring children are orderly.
- A count should be taken as they board the coach.
- When all the children are seated a second adult counts the children again and ensures all seat belts are being worn.
- If a coach has a side door towards the back of the coach, an adult should sit near this door.
- If the coach is a double decker, there must be at least one adult on each level.
- An adult should be the last person to board the coach to ensure all pupils have boarded.

### 11.4 Public Bus

- Children should be counted on to the bus and again when seated.
- It is important that the staff ensure the children remain seated at all times, until told to disembark.
- If the bus is a double decker, there must be at least one adult on each level.

- An adult should be the last person to board the bus to ensure all pupils have boarded.

### **11.5 By Rail**

- Where possible reserve the seats in advance so that the group can be kept together and supervised during the journey.
- Ask the station officials about the stopping position of reserved coaches so that the students can be gathered in a place near the carriage.
- A count should be taken as they board the train.
- Make it clear to the pupils that unnecessary movement in corridors and gangways will not be allowed and give clear outlines of a toilet and buffet procedure.
- An adult should be the last person to board the train to ensure all pupils have boarded.

### **11.6 By Underground**

- Plan well in advance for travelling by underground.
- Obtain tickets in advance to avoid delay and congestion.
- Organise pupils in groups each group with a supervising adult.
- A count should be taken as they go through the gates and as they board the carriage.
- Set up clear procedures if a pupil gets left behind or boards a train without the others.
- Be aware that it is easy to become separated in the busy stations.
- An adult should be the last person to go through the gate and to board the carriage to ensure all pupils have boarded.

**All forms of transport should be risk assessed individually for each trip.**

## **12.0 General Guidance for Generic Visits**

### **12.1 Countryside Visits**

Comfort and safety factors will apply to this environment. The party leader should have:

- A recall procedure.
- Consider footwear and clothing likely for the best and worse conditions which it is likely you may face.
- Negotiate or plan route bearing in mind rights of way and access.
- Bear in mind the Countryside code.
- Beware of the unexpected.

### **12.2 Lakes and Rivers**

Activities or field work undertaken in or adjacent to rivers or lakes require additional care and adequate supervision (such visits need to be authorised by Kirklees at least 4 weeks prior to the visit).

- Risk assessments must state whether or not the child is likely to enter the water (e.g. to study water flow or the bed of the stream).
- Letters to parents must state if the child is likely to enter the water.

- Swollen rivers present a particular hazard. Jumping from boulder to boulder can also be hazardous.
- Spare clothing should be taken.
- Leaders need to ensure blue-green algae are not present in any still waters (contact the Environment Agency).

### **12.3 Beach and Coast**

The beaches and coastal areas offer a wide range of opportunities for both study based and activity based use. However, whilst presenting many challenges and interests, these areas present their own inherent dangers.

A high level of vigilance and supervision is needed when close to any stretch of water. The sea needs extra care and attention. When planning activities in coastal areas, bear in mind the following points:

- Tides, swell, wind, currents and sandbanks may present difficulties. Exit routes **MUST** be checked well in advance and at times during the visit.
- Swimming in the sea should not take place.
- Paddling is permissible, but should be strictly monitored. An ongoing risk assessment must be made bearing in mind state of tide and weather. Strict guidelines must be adopted with adults in the sea.
- Beaches present their own problems, particularly when large numbers of the general public are present. Establish a base to which members of the group must return if separated from the rest. Look out for warning notices and flags.
- Climbing on rocky beaches and cliffs should not be allowed. Do not base groups under such sites or allow pupils to throw stones down.
- Be aware of the possible presence of dangerous debris such as glass, syringes, sewage, barbed wire and marker flares as well as oil.
- Cliff tops - remain on the path. If the route is new to the leader, a responsible adult should be at the front. Cliff tops are exposed areas and may experience rapid changes in weather conditions. Clothing, route choice and group management should reflect this.

Advice is available from the Coastguard, local authority and the Met Office.

### **12.4 Canoeing and Kayaking**

Canoeing and kayaking should only be supervised by suitably qualified staff.

### **12.5 Caving**

Caving covers pot-holing as well. Leaders must be assessed in the particular cave where they are leading the children.

**N.B.** Caving is currently under review as there are insurance issues. Check with the licence holder.

### **12.6 Climbing**

Climbing is defined as negotiating a rock face using ropes and other protection.

No climbing is to be done unless the leader has a suitable qualification – Single Pitch Award (SPA), Mountain Instructors Award (MIA) - Multi-Pitch Climbing, Mountain Instructors Certificate (MIC) or higher.

### **12.7 Mountain Walking**

Mountain walking is defined as areas above 600m, remote from roads and where terrain may be rough.

Such areas may include the High Peak of Derbyshire, Yorkshire Dales (including Malham), the Lake District and North Wales.

- Leaders must be familiar with the terrain to be encountered.
- The leader must have a National Governing Body award, such as the Walking Group Leaders Award (WGLA) or Summer Mountain Leader (SML).
- The leader must be competent in navigation and must hold a valid first aid certificate.

### **12.8 Farm Visits**

Visits to private working farms, agricultural college farms, local authority farms, rural study centres etc. are a valuable feature of education to young pupils in particular. Children are often invited to touch farm animals, to help bottle-feed calves and lambs. This should not be discouraged, but sensible precautions must be taken such as washing hands thoroughly.

These visits carry very small risks of acquiring infection. Several microorganisms (Campylobacter, Salmonella, and Cryptosporidium etc.) are commonly present in livestock and may cause gastroenteritis in humans. They may be found in faecal remains and elsewhere. It is vital children do not touch the soles of their shoes and then put their fingers near their mouths - a problem on a long coach journey home.

- Children must be told to keep their fingers away from their mouths and not to eat until they have washed their hands.
- Do not sample, taste or take away any animal feed stuff, raw milk.
- Do not drink from farm taps.
- Children always to wash their hands after the farm visit.
- It is advisable for the Trip Leader to check with the farm that they have hand washing facilities with anti-bacterial soap.

There are many other dangers associated with farms, particularly farm machinery both static and moving. It is obvious not to let children near any machinery.

### **12.9 Residential, Overseas and Adventurous Visits**

Participation and success in these extra-curricular activities may be the catalyst for improved motivation in the classroom and lead to step change improvements in attitude behaviour and academic performance.

Adventurous Activities include:

- Any visits that involve being near or entering natural water.
- Visits to activity centres e.g. Cliffe House, Robinwood or Kingswood.
- Wintersports e.g. Skiing, snowboarding and sledging (Indoor, dry and snow slopes).

When organising a residential, overseas or adventurous activity, the trip leader should refer to the National Guidance on the OEAP Website when planning the trip and when completing the risk assessment. (<https://oeapng.info/>)

## Appendix A: Equality Impact Assessment

Name of policy being assessed	Educational Visits policy
Summary of aims and objectives of the policy	Refer to page 1
What involvement and consultation has been done in relation to this policy? (e.g. with relevant groups and stakeholders)	Refer to page 2
Who is affected by the policy?	All employees and pupils
What are the arrangements for monitoring and reviewing the actual impact of the policy?	Annual review

Protected Characteristic Group	Is there a potential for positive or negative impact?	Please explain and give examples of any evidence/data used	Action to address negative impact (e.g. adjustment to the policy)
Disability	No	Policy is applied to ensure no discrimination.	NA
Gender reassignment	No	Policy is applied to ensure no discrimination.	NA
Marriage or civil partnership	No	Policy is applied to ensure no discrimination.	NA
Pregnancy and maternity	No	Policy is applied to ensure no discrimination.	NA
Race	No	Policy is applied to ensure no discrimination.	NA
Religion or belief	No	Policy is applied to ensure no discrimination.	NA
Sexual orientation	No	Policy is applied to ensure no discrimination.	NA
Sex (gender)	No	Policy is applied to ensure no discrimination.	NA
Age	No	Policy is applied to ensure no discrimination.	NA

## Evaluation

Question	Explanation / justification
Is it possible the proposed policy or change in policy could discriminate or unfairly disadvantage people?	Policy is an internal policy and does not differentiate. Risk assessments are completed prior to every educational trip or visit where equality considered.

## Final decision

Please indicate the final decision using the options below	1
What is the explanation for this?	
No changes to the policy that would discriminate.	

There are four options open to you:

1. No barriers or impact identified, therefore policy will **proceed**.
2. You can decide to **stop** the policy or practice at some point because the evidence shows bias towards one or more groups
3. You can **adapt or change** the policy in a way which you think will eliminate the bias, or
4. Barriers and impact identified, however having considered all available options carefully, there appear to be no other proportionate ways to achieve the aim of the policy or practice (e.g. in **extreme cases** or where **positive action** is taken). Therefore you are going to **proceed with caution** with this policy or practice knowing that it may favour some people less than others, providing justification for this decision.

Will this EIA be published* Yes/Not required	Yes
Date completed:	20 <sup>th</sup> June 2022
Review date (if applicable):	Summer 2023