



EDUCATIONAL VISITS POLICY

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1 Introduction

The Trust values the use of challenging, exciting and different environments to enable each and every pupil to learn about the world beyond school. It recognises the benefit gained from educational visits, residential trips and adventurous activities in enriching lives and improving academic achievement.

The purpose of this policy is to ensure that The Ascent Academies' Trust manages its 'Educational Visits' with due regard to the health and safety of all and uses these visits well to in order for them to be successful and of maximum benefit. It sets out the parameters under which all employees and volunteers must operate when taking responsibility on behalf of the Trust.

The Trust has adopted EVOLVE procedures for off-site activities and school visits. This policy must be read alongside their guidance and employees must follow EVOLVE procedures.

The Trust has a duty of care to ensure all visits are conducted in a suitably supervised and safe environment for the children and so far as is "reasonably practicable" to minimise any risk which the activity may entail.

Before undertaking any school visit, The Trust is legally required to carry out a suitable and sufficient assessment in accordance with Management of Health and Safety at Work Regulations 1999. The risk assessment must detail any significant risks associated with the activity and what precautions must be taken. For some regular activities (e.g. swimming lessons and school sports fixtures) this need not be done every time, but should be in place and reviewed whenever there is a change of staffing and/or pupil cohort. The Evolve system will be updated and approved on each occasion where these changes are made.

As part of The Trusts' response to the legal health and safety duties, we show that there is effective communication at all levels when planning and undertaking school visits (see Roles and Responsibilities)

The Trust ensures that visit leaders show they have met their duty of care by providing clear instructions to the pupils about health and safety issues relating to the activity in question, informing the pupils of health and safety issues regarding the activity and ensuring that all pupils understand the information. Additional information must be added to any risk assessment to show the measures put in place for any pupil who cannot understand this information, or is unlikely to follow it fully.

Relevant Legislation and Guidance:

- **Health and safety: advice on legal duties and powers (For local authorities, school leaders, school staff and governing bodies). February 2014**
- **Management of Health and Safety Regulations 1999**, which require employers to undertake risk assessments and put measures in place to control the significant risks;
- **Health and Safety at Work etc Act 1974**. The Act requires employers to ensure the health and safety of their employees and others, who use their premises, so far as is reasonably practicable [Section 2, 3 and 4]. The Act also places duties on individual employees to take care for the health and safety of themselves and others [Section 7].
- Trustees, headteachers and senior leaders may be guilty of an offence under the Act if an accident or damage to health occurs as a result of their 'consent, connivance or neglect'. Individual teachers can also be charged with health and

safety offences if they have acted recklessly or been negligent in carrying out their responsibilities, for example, in the light of their instruction and training.

- The Act is supplemented by regulations which make the general requirements more explicit.
- **The Corporate Manslaughter and Corporate Homicide Act 2007** which states that an offence of corporate manslaughter is committed if the way in which an organisations activities were managed or organised caused or contributed to the death of a person to whom the organisation owed a duty of care and this amounts to a gross breach of that duty of care owed to the deceased.
- **The Young Person's Safety Act (1995)** which gave rise to the Adventure Activities Licensing Regulations 2004, requires certain providers of facilities for adventure activities to be licensed.
- **Statutory framework for the early years foundation stage** April 2017 https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf
- **School trips and outdoor learning activities Tackling the health and safety myths** <http://www.hse.gov.uk/services/education/school-trips.pdf>
- **The Equality Act 2010**
- **The Management of Health and Safety Regulations 1999**
- **The Adventure Activities Licensing Regulations 2004**
- **Outdoor Education Advisers' Panel, information on 'school trips'**
- **Outdoor Education Advisers' Panel, National Guidance for the management of outdoor learning, off-site visits and learning outside the classroom**
- **Council for Learning Outside the Classroom, information on 'school trips' including accreditation**
- **Fairgrounds and amusement parks. Section E Guidance for organisers.** <http://www.hse.gov.uk/pubns/priced/hsg175.pdf>
- **Information Management Toolkit for Schools Version 5 01 February 2016** https://c.ymcdn.com/sites/irms.site-ym.com/resource/collection/8BCEF755-0353-4F66-9877-CCDA4BFEEAC4/2016_IRMS_Toolkit_for_Schools_v5_Master.pdf
- **Data Protection Toolkit for Schools** <https://www.gov.uk/government/publications/data-protection-toolkit-for-schools>

This policy should be read in conjunction with the following Trust policies and with individual academy procedures as appropriate.

- Accessibility Plan
- Equal Opportunities Policy
- Charging and Remissions Policy
- School vehicle Policy
- First-Aid Policy
- Child Protection Policy
- Data Protection Policy
- Code of Conduct Policy (appendix 8)

This policy will be regularly reviewed and amendments can only be made following the approval of the Lead for Behaviour & Safeguarding

This policy applies to the Trust and to all individual academies. This policy should be read by all staff involved in external visits.

Instances of non-compliance with this policy will be reviewed by the Lead for Behaviour

& Safeguarding and may be reported to Executive Leadership Team.

2 Roles and Responsibilities

The information represents the main roles and responsibilities of those involved in school visits.

In addition, teachers and other staff in schools have a common law duty to act as any prudent parent would do when in charge of pupils.

All staff

- must take reasonable care of their own health and safety and that of others who may be affected by what they do at work, including whilst on school visits
- co-operate with the Trust on health and safety matters
- do their work in accordance with training and instructions
- inform the employer of any work situation representing a serious and immediate danger, so that remedial action can be taken.
- Adhere to this policy

The Trust

- Will determine, approve and review The Policy and Procedures for school visits
- Is responsible for the Health and Safety of the staff, pupils and others affected by the activities undertaken. The Trust will therefore ensure that sound risk management processes are adhered to prior to pupils being taken on school visits
- Will give final approval for visits abroad and adventurous activities
- Will provide appropriate training for staff

Head of Academy

- Provide guidance and support for colleagues planning and executing school visits
- Give final approval for school visits (other than visits abroad and adventurous activities)
- Ensure visit leaders share all relevant safety information with accompanying adults and pupils
- Ensure that a senior leader accompanies residential visits where the visit is abroad and/or adventurous in nature.
- Ensure that all staff have up-to-date training in Child Protection and follow all safeguarding requirements
- Ensure that staff have the appropriate, current qualifications/licence to lead a particular adventurous activity
- Ensure staff in their academies follow the policy
- Monitor and review the effectiveness of the policy

Education Visit Coordinator

- is the main point of contact with the LA Adviser Evolve and other appropriate staff
- must complete EVC training and revalidation
- ensures that appropriate training for staff is arranged
- be appointed by the Head of academy and have a clear list of delegated responsibilities
- gives initial approval for visits and activities if delegated to do so by the Head of academy
- assist Visit Leaders in appropriately planning and managing visits and activities if required

- must be competent to assist Visit Leaders to carry out suitable and sufficient risk management if required
- Must have a sound understanding of this policy and how it affects practice

The Visit leader must

- Have appropriate training, qualifications and competence for the visit or activity be approved by the Head of Academy to be a visit leader
- Determine sound educational aims and objectives for each proposed visit or activity
- Appropriately plan and manage all visits and activities with regard to their suitability for the age, aptitude and experience of the young people
- Ensure all accompanying staff, volunteers and pupils have the full information they need with regards to health and safety and educational objectives
- Ensure that young people are suitably and sufficiently supervised and safeguarded

Accompanying staff and volunteers

- must have read and agreed and follow the terms of this policy and the Trust's Code of Conduct Policy (Appendix 8)
- must not be left in sole charge of young people unless previously agreed during the planning and risk assessment process or because it is the only reasonable way to deal with an unanticipated emergency situation.
- Know and follow the Visit Leader's/Senior leader's information and instructions And bring to the Visit Leader's attention any risk they feel is not acceptable
- report immediately to the Head of Academy if they feel their concerns are justified but are being ignored.
- must not be accompanied by their own children without the specific agreement of the Head of academy.

3 Acceptable visits

The Trust values the learning that takes places during a wide range of school visits. It believes that every pupil should experience the world beyond their classroom as an essential part of their learning. It is understood that, in order to promote the best outcomes from visits, they must be well planned and should usually be linked to the taught curriculum.

The Head of each Academy is responsible for ensuring that any school visit is 'acceptable', in terms of the venue for the visit, the safety of the visit and the proposed learning outcomes. All educational visits must have specific stated objectives that are appropriate for the participating pupils.

Early Years and Foundation Stage (EYFS)

All Trust academies which cater for children in the early years and foundation stage, provide access to an outdoor play area. If that area is not available, Heads of academies must ensure that outdoor activities are planned and taken on a daily basis (unless circumstances make this inappropriate, for example unsafe weather conditions).

4 Accessibility

We endorse the following principles for our pupils:

- a presumption of entitlement to participate.
- accessibility through direct or realistic adaption or modification.

We acknowledge that it is unlawful to:

- treat a young person with a protected characteristic less favourably
- fail to take reasonable steps to ensure that young people with protected characteristics are not placed at a substantial disadvantage without justification.

We also acknowledge that expectations of staff must be reasonable, so that what is required of them (to include a young person) is within their competence and is reasonable.

Ascent Trust actively promotes equality and therefore aims to enable as many pupils as possible to access the school visits on offer to their group. The Trust however recognises that some pupils cannot, or will not participate in the full range of school visits due to their unique special educational needs or due to their health and care needs.

The DfE's Health and Safety guidance (February 2014), states that the employer in a school must take reasonable steps to ensure that staff and pupils are not exposed to risks to their health and safety. Therefore, a pupil may be prevented from attending a school visit if the Trust feels that their attendance on that visit could cause a significant risk to the health or safety of themselves or others.

The risk assessment process must be used by the visit leader to identify any risks associated with individual pupils for whom the visit is being planned. Measures must be put in place to enable all the pupils in the group to attend if at all possible. If the risks for any particular pupil are considered too high, the visit leader must inform the Head of Academy who will make a final decision as to whether to visit can still go ahead and, where appropriate, the alternative provision to be made available for those who cannot attend. (Please see appendix 8 for equality questions that may help in the decision making process)

The Equality Act states that the responsible body of an academy or, for other provision, the service provider, must not discriminate against, harass or victimise a pupil or young person because of one of the protected characteristics (disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; sexual orientation) in the way that it provides (or not) a benefit, facility or service. There is a duty to make reasonable adjustments. Activities should be available and accessible to all, irrespective of special educational or medical needs or protected characteristics. When a visit or activity is being planned, all reasonably practicable measures must be taken to include all young people. Every reasonable effort should be made to find a venue and activities that are both suitable and accessible and that enable the whole group to participate fully and be actively involved. The principles of inclusion should be promoted and addressed in policy and practice, ensuring:

- an entitlement to participate.
- accessibility through adaptation or modification, including the provision of auxiliary aids and services.
- integration through participation with peers.

Care should be taken not to cause indirect discrimination. For example, arranging a residential visit during a religious festival or holiday might prevent pupils of certain religions being able to attend. In making decisions, an educational establishment may have to balance the need to provide the best possible educational outcomes for all

pupils with the need to meet the particular needs of individuals. Sometimes it may not be possible to make reasonable adjustments to include a young person in a specific visit or activity, nor to provide the whole group with a suitable alternative, perhaps because of a severe disability. It is not necessary to deprive the rest of the group of worthwhile opportunities, if it is genuinely impossible to find a suitable way of including everyone. However, if a young person is excluded from a visit or activity, even for good reasons, the impact of this - such as on attitudes and relationships across an academy must be considered, and consideration given to the provision of a suitable alternative. The burden of proof is on the establishment, to demonstrate that what happened was for a reason other than unfair discrimination. Any adjustments that are made in order to include a disabled young person should not impinge unduly on the planned purpose of the activity. As an example, it may not be appropriate for a parent to accompany a child on a residential visit where the planned learning outcomes of the visit include "developing independence" and "developing relationships". A decision to exclude a young person should not be taken lightly, and only after consultation with those who have responsibility for the young person, including (as appropriate) the head teacher/manager, visit leader, class teacher, any support staff, any third party provider, and possibly their General Practitioner.

Wherever possible academies should be prepared to make reasonable adjustments to enable inclusive access to visits. Reasonable adjustments might be necessary with regard to the planning of the transport (e.g. a coach with a lift access), the choice of venue or accommodation (e.g. wheelchair accessible shower facilities), staff supervision (e.g. extra or specialist staffing might be necessary) or the programme and location of activities (e.g. mountain walking might need to be changed to orienteering using forest tracks). Equipment or clothing might also need to be modified. Visit organisers should give plenty of time to discuss any concerns or uncertainties about the inclusion of a disabled child on a visit with all those involved, including the child themselves and their parents/carers. Beware of making assumptions about a child's needs or abilities. It is important that all relevant staff are made aware of each child's needs, and that they have the expertise and knowledge to provide the care, support and supervision necessary. Particular consideration should be given to additional staffing (or parental) support that might be required. Most "difficulties" are usually surmountable - it often only requires the commitment and determination of staff, and a little additional imagination and lateral thinking, to ensure that activities are adapted to be inclusive and accessible for all.

If the academy has refused a child access to a trip information answering all aspects of questions in appendix 8 should be sent to the CEO for ratification before the child is refused access.

Please see appendix 8 for more information.

5 Trips abroad

The Trust supports school visits to other countries. Trips outside of the UK enable individuals to develop a broader perspective of the wider world by being exposed to different environments and cultures, which influences them to develop their communication skills and learn to be respectful of diversity.

A more detailed risk management plan must be completed to show that the visit leader has taken in to account the full risks of travelling to that country. Trips abroad must be approved by the Board of Trustees.

Any injury to or death of a member of staff or a child outside Great Britain may be subject to the law of the land in which the injury/death occurred. The Trust could be liable under civil law for injuries to children that happen abroad as a result of negligence on the part of the school or its staff.

6 Adventurous activities using licensed providers

The term 'adventure activity' is broadly defined in the Adventure Activities Licensing Regulations 2004, as caving, climbing, trekking or water sports. See appendix 9 for more details. Providers offering and charging for these types of activities to those under 18 must be licensed. Adventure activities abroad do not have to be licensed.

Where third party supervising agents are engaged, (such as those who work at education or activity centres not employed directly by the Trust), the Educational Visits Coordinator must complete all necessary checks of the supervising agents which will include checking with the Disclosure and Barring Service and confirmation that all necessary licenses are in place (as required by the Adventure Activities Licensing Regulations 2004). These regulations apply to adventure activities that take place in England, Scotland and Wales for the activity or trip.

In addition, the visit leader must check their risk assessment and control measures for the proposed activity. If these do not demonstrate competent and effective planning and organisation, then the Trust will not consider using the provider.

7 Pupil to staff ratios

The Trust recognises the importance of appropriate ratios of staff to pupil in order to ensure the safety of all those attending school visits. Ratios for school trips are not prescribed in law. Those planning trips, on the basis of risk assessment, should decide the ratios, taking into account the activity to be undertaken, the age and maturity and the unique needs of the pupils.

There should be clear boundaries and clear lines of communication. Remote supervision is considered by the Trust to be part of the development programme; it should be well planned and phased in gradually because it is important for pupils to learn to be independent.

Ratios in the Early Years and Foundation Stage (EYFS)

The Statutory framework for the early year's foundation stage April 2017 provides information on staff ratios and qualifications. It states that 'The Staffing arrangements for children in EYFS, must meet the needs of all children and ensure their safety. Providers must ensure that children are adequately supervised and decide how to deploy staff to ensure children's needs are met. Providers must inform parents and/or carers about staff deployment, and, when relevant and practical, aim to involve them in these decisions'.

When taking pupils from EYFS on school visits, the visit leader must use the ratio information as a guide to ensure that the minimum standards of supervision (including supervisors' qualifications) are applied. Higher supervision levels will usually be required to meet the risk assessments measures. The visit leader will provide staffing information for the parents and explain who they should contact to discuss any concerns they may have about the visit.

Children in EYFS must be within sight and hearing of staff whilst on school visits. If, any EYFS children were taking part in a school residential the Visit Leader must ensure that at least one member of staff remains awake throughout the night.

8 Approval for visits

The Trustees MUST give prior approval for the following school visits:

- all visits abroad
- adventurous activities, climbing, trekking or water sports (see appendix 9)

Visits of these types must not go ahead without the approval of the Board of Trustees.

They must first be approved 'in principle' by the Head of Academy in the normal way and submitted to the Trustees for formal approval. Where Trust approval is required, it must receive the request at least eight weeks prior to departure. The Trust will require full information to ensure that appropriate health and safety arrangements are in place.

Where a visit leader is planning a visit abroad involving any commercial contract with a provider, initial approval must be gained from the Trust before any contractual agreements are signed or deposits are paid.

Approval of other school visits - The policy for each academy must identify who is responsible for approving other school visits if it is delegated from the Head of Academy. Appendix 7 shows the approval procedures suggested by Evolve.

Approval of all school visits must be given in writing. Those approved by the Trust will be recorded in the minutes of the meeting where approval was given. A signature on the planning form is sufficient for academy approved visits.

9 Training requirements for staff

The Trust will appoint an Educational Visits Co-ordinator (EVC), to each academy, who has the training and experience to enable him/her to competently discharge his/her responsibilities.

The Educational Visits Co-ordinator and visit leaders will attend appropriate training and revalidation. This will be the External Visits Coordinator Training course provided by Sunderland City Council's Educational Visits Advisory Service based at Derwent Hill Outdoor Education Centre.

Visit leaders will have the relevant training to enable them to lead the visit they are planning. In determining an appropriate level of training/qualification, Heads of academies, EVC's and Visit Leaders need to take into account, the activity, group, environment and distance from the establishment.

All staff involved in supporting on school visits will have relevant induction training that will include:

Health and safety training
Risk management
Planning a residential

Records will be kept of induction and training.

10 Safeguarding and volunteers

Any volunteers who accompany a visit or activity will be vetted and be directly supervised by a member of staff. If they are to have significant unsupervised access

to young people, then an enhanced DBS disclosure will be obtained and they will undergo induction and training in their role and responsibilities.

Parents who accompany a visit and supervise small groups of pupils, will do so under the direction of a member of staff from the academy. Visit Leaders should consider if it is appropriate for a parent to supervise their child or for the child to be directly supervised by another adult.

Volunteers must meet the group that they are supporting prior to the visit to familiarise themselves with the pupils and their unique needs.

11 Supervision and remote supervision

All pupils must be appropriately supervised at all times (see appendix 1). This does not necessarily mean that they must always have a responsible adult with them. The Trust acknowledges the importance of pupils learning to be independent and to work as teams and therefore actively promotes this within carefully planned activities. The Risk management process must be used to assess any risks involved with 'remote' supervision and suitable control measures put in place where this is to be used.

Remote supervision is NOT applicable to children in EYFS or primary aged pupils who must be directly supervised.

12 Emergency procedures

In order to manage any emergency procedures, the following must be taken on all school visits:

- Appropriate First-aid kits,
- pupil medication (along with consent forms),
- risk assessments (activity and individual pupil RA)
- pupil information sheets (names, addresses, emergency contact information, medical)
- Trust mobile phone

Immediate appropriate first aid must be available on every educational off-site visit and activity. For visits including children in the EYFS, this must include a trained paediatric first-aider.

For the duration of all off-site visits and activities there will be a nominated suitable person providing cover. This emergency contact must have access to all details of the visit, including medical and next-of-kin information for all pupils, accompanying staff and other adults. In addition, they will have access to appropriate emergency response information for the Trust.

13 Procedures for reporting incidents

Accidents, incidents and near misses must be reported by Visit Leaders to Heads of Academies.

Heads of academies must investigate any accidents, incidents and near misses and follow the Trust procedures for the reporting of incidents (see First-Aid Policy).

14 Emergency Management

Each academy should have its own Emergency Management Plan. The Head of Academy must ensure that staff know what to do should there be an emergency on a school visit. All staff involved must clearly understand the emergency procedures and have all the emergency contact telephone numbers.

If the emergency involves a serious or fatal accident the Police and Trust must be informed immediately by telephoning the Police on 999 and the Trust during office hours on the following numbers:

- Ash Trees Academy – 01642 563712
- Barbara Priestman Academy – 0191 553 6000
- Hope Wood Academy – 0191 569 1420
- Portland Academy – 0191 553 6050
- The New Bridge Academy - 0191 9171700
- Head of Academy mobiles and CEO mobile details

or by phoning the nominated suitable person after hours.

No statement should be made to the media.

15 Insurance and 'Duty of Care'

Pupils and staff participating in visits and activities will usually have insurance provided by the Trust. Any differences to this will be notified to parents/carers as appropriate before any consent or payment is made.

The Trust has a duty of care to ensure all visits are conducted in a suitably supervised and safe environment for the children and so far as is "reasonably practicable" to minimise any risk which the activity may entail. Teachers must take all reasonable practicable steps to prevent any foreseeable injury and must be able to show that all necessary preparations have been made prior to and during a school visit.

A teacher's duty of care on a school visit is not confined to normal school hours. It lasts throughout the time away and can only be put aside at times when responsibility for the care of the children can be reasonably delegated to some other person or persons.

16 Safeguarding

All adults involved in any school visit or activity are required to follow the Trust's Child Protection Policy, have received training from Safeguarding First and completed the EduCare online Child Protection in Education Level 2 course.

Taking pupils off site increases their vulnerability and adult supervisors are required to be mindful of this issue at all times.

Risk management process must be used to identify risks and put appropriate controls in place. Consideration must be given to the possibility of abuse from someone within the group or access to it, including intruders entering or a pupil leaving accommodation.

- adults should avoid being alone with a pupil wherever possible
- separate male and female sleeping areas should be arranged on residential visits where possible and if not possible this arrangement is made clear to parents/carers before they sign up to a visit.
- Any separate adult accommodation should be in close proximity to the pupils
- sleeping arrangements must be clearly identified and agreed during formal approval and confirmed with pupils and parents
- where separate washing and showering facilities are not available for staff, sensible measures should be taken to ensure privacy and dignity for adults and pupils

17 Transport

Trust vehicles

- The Trust has a number of vehicles that can be used for school visits. These must only be driven by those staff who have the correct licence, have been assessed as competent to drive
Hire Coaches, Buses and Minibuses
- Professional operators of buses and coaches are legally required to be licensed. Academies using operators to transport young people must seek assurances that the operators have the appropriate Public Service Vehicle (PSV) Operators' Licence and that operators have adequate procedures in place to deal with emergencies such as vehicle breakdown.
- It is the responsibility of the Visit Leader to ensure that any hired vehicle is fitted with seatbelts and that they are used by the pupils.
Private cars
- Employees may use their own cars to transport pupils on school with approval from the Academy Executive Head/Head of Academy and EVC. Once approved all relevant documentation would need to be produced. (e.g. valid driving licence, MOT certificate and valid insurance certificate)
Travel safety
- Planning for each visit must include an assessment of the risks associated with any form of transport and the control measures in place to address these risks.

18 Charges and finance for school visits

Requests for voluntary contributions and remission of charges are made in line with the Charging and Remissions Policy. See Appendix 3 for guidance on finance during school visits

19 Parental consent and medical information

The Trust does not require written consent from parents for pupils to take part in the majority of offsite activities (with the exception of nursery age children) as most of these activities take place during school hours and are a normal part of the pupil's education. The Trust will inform parents where their child will be at all times and of any extra safety measures required.

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

Consent will be obtained annually for local and regular activities including adventurous activities. Individual consent will be obtained for residential trips.

Academy Heads must ensure that parents are told in advance of each activity and must be given the opportunity to withdraw their child from any particular school visit.

Full medical information will be requested for residential and adventurous activities.

20 Retention of records

The Trust will follow the guidance in the IRMS toolkit (The Information Management Toolkit for Schools) with regards to the retention of records relating to visits. (See appendix 6)

Any records containing personal data must be processed in compliance with the Data Protection Act 1998 and the EU General Data Protection Regulation (GDPR). Among other requirements, this means that: they must be stored securely; there must be a clear reason for keeping them; they must not be kept for longer than is strictly necessary. For example, unless there has been an accident or incident, parental

consent and personal/medical information forms should only be retained until the visit or period for which they are valid has ended and then they should be destroyed.

21 Monitoring and Evaluation

The Head of each Academy is responsible for ensuring that any school visit undertaken complies with this policy and supports the provision of good quality education. They should ensure that announced and unannounced checks on visits are undertaken.

Individual academies should identify how they monitor the safety and quality of school visits, via their annual process of monitoring and through the Academic and SEN Boards.

The Trustees will monitor the effectiveness of this policy through the Academic Board structure.

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Appendix 1

Supervision

The Head of Academy must be satisfied that pupils will be supervised by an adult who is:

- competent and suitable
- holds a DBS enhanced disclosure where legally required
- fully briefed on establishment policies and relevant procedures and received training in Child protection and Keeping Children Safe in Education
- approved by the Head of Academy

Competence and suitability may be evidenced by:

- qualified teacher status or other professional qualification related to the supervision of young people
- a coaching qualification appropriate to the level of activity being undertaken
- experience or other appropriate qualification relevant to the situation

Suitability is a matter of judgement of the character, attitude and experience of the person to undertake the required level of supervision. Where the supervising adult is not a Trust employed teacher or teaching assistant, direct access to a member of staff must be maintained in an appropriate way.

Heads of academies will need to access technical advice from appropriately qualified individuals to check competence and suitability in areas outside their own expertise.

All staff and volunteers having substantial or unsupervised access to young people should hold a current DBS enhanced disclosure. Staff and volunteers in other circumstances and without an appropriate disclosure should be subject to appropriate supervision by a member of staff with a DBS enhanced disclosure.

All supervision should be part of the planned and risk assessed arrangements and must be 'active'.

All supervising adults must:

- be briefed by the Visit Leader and clearly understand their roles and responsibilities
- know why the various measures are in place
- understand what first aid arrangements are in place
- have prior knowledge of the group including their special needs and medical needs
- must take this into account and appropriate control measures to ensure safety must be applied. The Head of Academy, EVC, Visit Leader and all supervising adults must ensure that measures are taken on all visits and activities to protect all young people from neglect, physical, sexual, emotional or racial abuse during the planning stage and the event.

The Visit Leader must report any concern directly to the Head of Academy, Senior Designated Person for Child Protection or in unusual circumstances to the LA

• all allegations against people who work with children must be reported to the Local Authority Designated Officer, (LADO)

Appendix 2

Remote supervision

Remote supervision may be integral to visits or activities involving some young people. Visit Leaders still remain responsible for the health, safety and welfare of pupils.

Direct supervision

- Young people are directly supervised and accompanied by appropriate adults and line of sight is maintained.

Close supervision:

- The Visit Leader and other adults are close enough to intervene if necessary, and are immediately available to provide direct supervision when required.

Distant supervision:

- The Visit Leader and other adults remain out of sight and hearing of the young people, but have strategies to periodically observe or meet the young people, and are close enough to intervene if required.
- The Visit Leader must ensure that young people have:
 - the knowledge, experience and competence to act safely and independently in a particular situation and understanding of agreed rules, boundaries and procedures
 - a designated leader within the group, with clearly defined responsibilities
 - written details of the rendezvous and emergency contact procedure if appropriate
 - where appropriate, maps, plans and address of hotel/hostel etc plus any other essential information and suitable clothing and equipment including, mobile phones or 2-way radio (with known range etc.)
 - emergency first aid guidance, training and equipment as appropriate to the activity

Appendix 3

Finance

The following guidelines cover the general responsibilities and procedures:

- Trustees are responsible for ensuring that there are safe and efficient systems in place for the control and custody of visits funds
- all monies collected or expended must be paid into and accounted for
- all income received must be recorded on receipts, payment cards or class lists
- all income must be banked intact without any deduction of payments
- parents should be encouraged to pay by cheque not cash
- if cash is required during a visit or activity the float must be authorised by the Head of academy.
- Receipts must be obtained for all expenses and the float accounted for
- when all expenses have been met, an account should be drawn up and any surplus returned to parents

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Appendix 4

The Council for Learning Outside the Classroom (LOtC)

The Council for Learning Outside the Classroom runs an accreditation scheme for providers. The LOtC Quality Badge recognises providers who offer good-quality learning outside the classroom and manage risk effectively. As part of this process, the Council is working to reduce bureaucracy in schools, while maintaining safety and quality in learning.

The Quality Badge scheme is voluntary and schools are free to use any unbadged provider.

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Appendix 5
DfE suggested Consent Form
Consent form for school trips and other off-site activities

Please sign and date the form below if you are happy for your child, <name of the child>:

- a) To take part in school trips and other activities that take place off school premises; and
- b) To be given first aid or urgent medical treatment during any school trip or activity.

Please note the following important information before signing this form:

- The trips and activities covered by this consent include;
 - all visits (including residential trips) which take place during the holidays or a weekend
 - adventure activities at any time
 - off-site sporting fixtures outside the school day,
 - all off-site activities for nursery schools.
- The school will send you information about each trip or activity before it takes place.
- You can, if you wish, tell the school that you do not want your child to take part in any particular school trip or activity.

Written parental consent will not be requested from you for the majority of off-site activities offered by the school – for example, year-group visits to local amenities – as such activities are part of the school’s curriculum and usually take place during the normal school day.

Please complete the medical information section below (if applicable) and sign and date this form if you agree to the above.

Medical information

Details of any medical condition that my child <name of child> suffers from and any medication my child should take during off-site visits:

.....
.....
.....

Signed.....

Date.....

Appendix 6

Retaining Records

7.1 Educational Visits outside the Classroom					
	Basic file description	Data Prot Issues	Statutory Provisions	Retention Period [Operational]	Action at the end of the administrative life of the record
7.1.1	Records created by schools to obtain approval to run an Educational Visit outside the Classroom – Primary Schools	No	Outdoor Education Advisers' Panel National Guidance website http://oeapng.info specifically Section 3 - "Legal Framework and Employer Systems" and Section 4 - "Good Practice".	Date of visit + 14 years	SECURE DISPOSAL
7.1.2	Records created by schools to obtain approval to run an Educational Visit outside the Classroom – Secondary Schools	No	Outdoor Education Advisers' Panel National Guidance website http://oeapng.info specifically Section 3 - "Legal Framework and Employer Systems" and Section 4 - "Good Practice".	Date of visit + 10 years	SECURE DISPOSAL
7.1.3	Parental consent forms for school trips where there has been no major incident	Yes		Conclusion of the trip	Although the consent forms could be retained for DOB + 22 years, the requirement for them being needed is low and most schools do not have the storage capacity to retain every single consent form issued by the school for this period of time.
7.1.4	Parental permission slips for school trips – where there has been a major incident	Yes	Limitation Act 1980 (Section 2)	DOB of the pupil involved in the incident + 25 years The permission slips for all the pupils on the trip need to be retained to show that the rules had been followed for all pupils	

Appendix 7

Evolve Approval Requirements

The Trust uses the Evolve online system for notification, authorisation, approval and monitoring of visits. The EVC and the Head of Academy can use Evolve to authorise and monitor visits. The EVC will monitor and manage staff use of Evolve.

For the purposes of notification and approval, external visits are classified in three categories. These are exemplified below with examples and timescales. These examples are not exhaustive and clarification from the EVC should be sought if there is ambiguity in relation to the category of the visit:

Category	Definition	Requirements for Notification and Approval
Category 1	<p>A 'straight forward' *routine visit covered by :</p> <p>A generic, regularly reviewed risk assessment</p> <p>Blanket informed parental consent (not required if visit takes place during school hours and involves only a short journey)</p> <p>Normal school operating procedures</p> <p>*because of the complex nature of many of the pupils the first planned visit to a particular venue or activity must be considered as a Category 2 visit as it is not routine. Furthermore, if changes are made during the course of the period in which EVC has been approved (a change of staffing and/or pupils) the Evolve approval process will need to be initiated in every instance.</p> <p>Examples of category 1 trips are routine visits e.g. swimming sessions, visits to local library, forest school sessions at a Trust academy.</p>	<p>1 week prior notice to EVC or member of Leadership Team</p> <p>Clearly linked aim defined in planning</p> <p>Academy going out form. Signed by a member of SLT and left with the admin team for registration procedures.</p> <p>Evolve may be used but is not required</p>
Category 2	<p>Visits requiring enhanced planning with event-specific risk assessment. These visits may not be routine and will involve increased complexity or increased distance from school. The complexity may increase as a direct result of the special educational needs of the pupils involved. These visits will also include:</p> <p>All residential visits not in Category 3</p> <p>Non-residential visits not in Category 1 or 3</p> <p>Examples of level 2 activity are; A class visit to York on the train, an overnight</p>	<p>At least 3 weeks prior notice to the EVC via Evolve.</p> <p>Clearly linked aim defined in planning.</p> <p>Academy going out form. Signed by a member of SLT and left with the admin team for registration procedures.</p> <p>Must be authorised by the Head of Academy</p>

	camping trip, taking a group to Lightwater Valley	using Evolve.
Category 3	<p>Higher risk visits, defined as:</p> <p>Visits outside of the UK</p> <p>Visits which include adventurous activities</p> <p>Visits to remote or hazardous locations</p> <p>Examples of level 3 trips are; Any trips abroad, Camping trip with a range of water sports and mountain climbing, a day open sea kayaking.</p>	<p>Must be submitted to the EVC at least six weeks prior to the visit using Evolve.</p> <p>Must be approved by Trustees</p> <p>Must be authorised by the Head of Academy using Evolve.</p> <p>Must be validated by EVAS using Evolve.</p> <p>*Theses are minimum timescales. Category 3 visits should be planned well in advance to allow for plans, risk assessments and itinerary's to be thorough and rigorous.</p>

Appendix 8

Equality and inclusivity –questions to ask when organizing an educational visit or residential

1. What is the most suitable venue to enable ALL members of the group to participate and achieve the desired learning outcomes?
2. Have all relevant parties (child, parents/guardians, SENCO, doctor/nurse, teaching and support staff) been consulted regarding the child's needs and their requirements in order to participate?
3. Has consideration been given to the reasonable adjustments (e.g. staffing, transport, activities, equipment) and additional costs that may be necessary for the child to participate fully in the visit?
4. Are there any health and safety issues for the young person in accessing the proposed visit? Are these included in the risk assessment of the activity/visit? Is a separate risk assessment necessary?
5. Can any concerns regarding the safety and accessibility of the activity be addressed by reasonable adjustments, such as:
 - careful timetabling/modifications to the itinerary
 - preparing the pupil prior to the visit
 - specialised transport
 - additional, or targeted, adult support
 - liaison with health professionals in the locality of the trip/visit
 - limiting distances to be walked
 - liaising with establishments, e.g. museums, regarding toilet facilities, ramps, quiet/withdrawal areas etc.
 - staff with necessary training in disability and /or medical needs to support the young person during the visit
 - preparation of materials prior to the visit in appropriate formats
5. What specific issues should be considered when inspecting the accessibility of a residential activity centre? This will depend upon what impairments (e.g. hearing? vision? mobility?) are involved, but the following checklist might be helpful:
 - Entrance and corridors (e.g. w/c access, steps, gradients, lifts, signage, width of corridors, flooring/carpets, lighting, banisters and rails)
 - Bedrooms and sleeping arrangements (e.g. location/access, location of staff, bunks/beds, windows, balconies, door locks and handles, bed height, plastic sheeting, door closures, fire escape routes/procedures, space, storage space, overnight supervision, security, communication – loudspeaker systems)
 - Toilets and washroom/showers (e.g. space, access, seating, independence/assistance with toileting/showering, door locks/privacy, emergency pull cord, supports)

- Dining room and eating arrangements (e.g. diets, menus, medication, space, access, seating, flooring, table height, cutlery, collecting meals, clearing tables, washing up, hot drinks/meals, signage, shop arrangements)
- Lounge (e.g. space, access, seating, flooring, table height, signage, indoor games, open fires, hearing loops)
- Games Room (e.g. space, access, seating, flooring, table heights, signage, involvement/inclusion, supervision arrangements)
- Gardens and Grounds (e.g. space, access, pathway surfaces/widths, gradients, seating, flooring, table height, playground equipment involvement/inclusion, signage, games, supervision, access to car parks and roads/traffic)
- Activities (e.g. parent/child consent, instructors aware of special needs, waterproofs, clothing, training/experience/attitudes of staff/instructors, equipment, staffing support, locations/accessibility, involvement/inclusion, length/timing of activities, drying room, weather conditions, plan B alternatives)
- Transport to activities (e.g. mode of transport, wheelchair access/loading/securing, space, lifting/handling, staff/pupil seating, seat belts, emergency/evacuation procedures)

6. What ifafter careful and thorough consideration, participation for all pupils in the visit cannot be ensured? Schools need to be able to demonstrate clearly why that is the case, or they may be acting unlawfully. Important factors will include:

- all reasonable measures have been considered/taken to support the disabled young person's participation in the event.
- there is no alternative activity that would meet the requirements of the educational visit as well as enabling all young people to participate.
- disabled young people who are disadvantaged because their needs prevent participation in an event have been fully consulted (as well as their parents/carers) and all reasonable steps have been explored.
- the visit must take place despite the disadvantage to a young person because, for the visit not to take place, would disadvantage all young people.
- alternative activities have been discussed and offered to those young people who are unable to participate in the visit/trip.
- there is a reason which is both material to the circumstances of the case and substantial which amounts to the justification of a young person with a disability not participating in a particular educational visit.
- there is no blanket ban on a young person with a disability participating in activities.

All of the above should have been considered BEFORE any arrangements are finalised and bookings/deposits paid and letters sent to parents. If parents think that their child has been discriminated against, they have a right of redress by making a claim of disability discrimination to the SEN and Disability Tribunal (SENDIST). If the Tribunal finds that a school has discriminated unlawfully against a disabled pupil it can order any remedy that it sees fit, except financial compensation. SENDIST might order:

- Disability training for staff.
- Meeting between an LA officer, parents, the pupil and the school to review what reasonable adjustments should be made.
- The review or alteration of school policies.
- Additional tuition to compensate for missed lessons.
- A formal written apology to a child.

It is important that schools realise that whereas an appeal to SENDIST against a decision made regarding a pupil's Special Educational Needs is an appeal against the LA and must be defended by the LA, appeal against disability discrimination is against the school's 'responsible body' and therefore must be defended by them not the LA.

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Appendix 9

Adventure activities are defined as including:

- Abseiling
- Air activities (excluding commercial flights)
- Camping (except 'official' campsites)
- Caving, potholing, mine exploration
- Climbing (including indoor climbing walls)
- Coasteering, coastal scrambling, sea-level traversing
- Fishing in hazardous environments (e.g. sea, fast rivers, on deep water)
- High level ropes activities
- Horse riding & equestrian sports other than routine RDA based activity
- Motor sport - all forms
- Mountain Biking
- River/ gorge/ghyll walking or scrambling, canyoning
- Shooting, Archery, Paintballing
- Skiing (including Indoor or Dry Slope)
- Snorkel and aqualung activities
- Snowboarding (including Indoor or Dry Slope)
- Swimming (all forms, excluding UK public pools with lifeguards)
- Walking (hills, mountains, open country, remote areas)
- Watersports - powered craft, waterskiing (excluding commercial transport)
- Watersports - Canoeing/Kayaking
- Watersports - Rafting or improvised rafting
- Watersports - Rowing
- Watersports - Sailing / windsurfing / kite surfing
- Watersports - Surfing

Remote or hazardous locations include:

- areas more than 30 minutes' walk from a road or refuge
- coastal areas with significant tidal hazards
- hazardous quarries
- steep terrain

These lists are not exhaustive: if in doubt advice should be obtained from the Derwent Hill Advisory Service.

If the Academy organises adventure activities routinely and finds the requirement for Derwent Hill Advisory Service approval on each occasion to be a disproportionate barrier, there are two possible options.

- The Academy may apply to the Derwent Hill Advisory Service to delegate the

authority to approve visits involving adventure activities to the Head of Academy (thus in effect defining them as Category 2). It would need to demonstrate that they have the knowledge, systems and qualifications in place to make the required decisions.

- External verification such as ALA licence or Learning Outside the Classroom Quality Badge may be appropriate. Such delegation should be subject to regular review.

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Appendix 10

Ascent Academies' Trust Code of Conduct Policy

Staff should always be aware that on residential visits away from school there might seem a more relaxed environment and relationships are sometimes closer than a normal teacher/student relationship. However, you are working with our most vulnerable young people, in an unfamiliar place, with staff they might not know well, and are away from home (often for the first time). This means that staff must be more vigilant in terms of supervision and in their management of risk.

Staff are often sharing sleeping arrangements with young people and helping with intimate care. Again, staff should be vigilant in keeping themselves and pupils safe by ensuring that wherever possible they do not place themselves in difficult positions that may be perceived as inappropriate. For example; being alone with a child in the bedroom.

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