



The Robert Carre Trust

Educational Visits Policy

Context

We believe that educational visits are an integral part of the entitlement of every student 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 the Robert Carre Trust a supportive and effective learning environment. The benefits to students 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. Students 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 students 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.
- Opportunities to meet Gatsby Careers Benchmarking

Application

Any visit that leaves the school grounds is covered by this policy, whether as part of the curriculum, during school time, or outside the normal school day.

In addition to this Educational Visits Policy, the Robert Carre Trust:

1. Adopts the Local Authority's (LA) document: '**Guidance for Educational Visits and Related Activities with National Guidance & EVOLVE**' (All staff have access to this via EVOLVE).
2. Adopts National Guidance www.oeapng.info, (as recommended by the LA).
3. Uses EVOLVE, the web-based planning, notification, approval, monitoring and communication system for off-site activities.

All staff are required to plan and execute visits in line with Trust policy (i.e., this document), Local Authority policy, and National Guidelines. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

Types of visit

There are three types of visit:

1. Routine local visits
2. Day visits within the UK that do not involve an adventurous activity.
3. Visit that are either overseas, residential, and/or involve an adventurous activity.

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

The Educational Visits Coordinator (EVC) is Andy Allen, who will support and challenge colleagues over visits and learning outside the classroom (LOtC) 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 Headteacher. The EVC sets up and manages the staff accounts on EVOLVE, and uploads generic Trust/school documents, etc.

The Executive Headteacher/ Headteacher has responsibility for authorising all visits and for recording those authorisations on EVOLVE.

The Trustees and Governors' role is that of a 'critical friend'. Individual governors may request 'read-only' access to EVOLVE.

Staff Competence

We recognise 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 Headteacher 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 students, the venue, and the activities to be undertaken.

Approval

The approval process is as follows for each type of visit:

Local visits follow the 'Extending learning locality' guidance (see page 4). When students start at Carre's Grammar School or Kesteven and Sleaford High School, as part of their induction paperwork, permission is obtained from parents/guardians for the student to take part in local learning trips and walks within the town, where no transport is required. These visits are led by class teachers and do not require further parental consent.	Evolve - no	Authorised by EVC
---	-------------	-------------------

Day visits within the UK that do <u>not</u> involve an adventurous activity. These are entered on EVOLVE, and must be submitted to the EVC for checking at least 60 days in advance, where possible, and then forwarded to the Headteacher for approval.	Evolve - yes	Authorised by EVC, Headteacher
Visits that are overseas, residential, and/or involve an adventurous activity, whether led by RCT Staff or External Providers (see LA guidance for definition of ‘adventurous’) are then submitted via Evolve and require authorisation by EVC, Headteacher.	Evolve - yes	Authorised in stages by EVC, Headteacher, Executive Headteacher then Evolve Advisor (level 4)

Emergency procedures

A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the visit leadership team.

The school has an emergency plan in place to deal with a critical incident during a visit. This forms part of the Trip Leader Training delivered by the EVC so that all staff on visits are familiar with this plan; it is tested at least bi-annually and following any major staffing changes.

When an incident overwhelms the Trust’s emergency response capability or its own public relations capacity, or where it involves serious injury or fatality, or where it is likely to attract media attention then assistance will be sought from the local authority.

Educational Visits Checklist

Robert Carre Trust 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 Robert Carre Trust Educational Visits Checklist may be downloaded from EVOLVE Resources.

Parental Consent

The Trust obtains blanket consent from parents when their child is enrolled for activities that fall within the ‘Extended learning locality’. This is achieved using a paper consent form as part of the student induction pack.

Specific, (i.e., one-off), parental consent must be obtained for all other visits. For these visits, sufficient information must be made available to parents (via EVOLVE, letters, meetings, etc), so that consent is given on a ‘fully informed’ basis. As above, parents have the option of consenting online via EVOLVE or through a traditional paper consent form.

Inclusion

The Robert Carre Trust complies with the Equality Act 2010 with all students having the opportunity to be included in all trips.

Charging / funding for visits

For curriculum-based trips, all students will be given the opportunity to attend though the trip will only go ahead if sufficient voluntary contributions are received. See also the RCT Charging and Remissions Policy.

For non-curriculum-based trips, all students attending MUST pay the amount requested to take part in this trip.

Transport

The Robert Carre Trust has a minibus which can be used by the Trip Leader. Any member of staff can use the minibus subject to having a relevant driving licence and completing a familiarity driving assessment, required for new drivers and arranged via the Estates Team at KSHS. Trip leaders can also arrange self-drive minibus hire or coach transport. Sleafordian Coaches is the local company recommended to them in the first instance.

Occasionally transport by train is an option if this proves to be convenient and cost effective.

Use of staff cars to transport students – Refer to the LA's guidance document. There may be occasions when staff need to use their cars to support a school trip. If this is the case, then they need have Business Use classification on their own car insurance and confirm the road worthiness and insurance details to the EVC. The normal mileage rate may be paid.

Insurance

The Trust's insurance cover for Public Liability and Trips is provided by RPA, and for the minibus is arranged through Zurich

EXTENDED LEARNING LOCALITY - Local Visits

Definition

The boundaries of the locality are walking distance from the school within the town as determined by the Trip Leader

It includes trips such as, but not exclusively,

- Geography fieldwork in town centre
- Participation in events at NKDC/other schools
- Sports events at Sleaford Rugby or Cricket Club, other sporting locations and other local schools

We use this extended area on a regular basis for a variety of learning activities, and approved staff are allowed to operate in this area without completing the EVOLVE visit approval process, provided they follow the below Operating Procedure.

Operating Procedure for Extended Learning Locality

The following are potentially significant issues/hazards within our extended locality:

- Road traffic.
- Other people / members of the public / animals.
- Losing a student.
- Uneven surfaces and slips, trips, and falls.
- Weather conditions.
- Activity specific issues when doing environmental fieldwork (nettles, brambles, rubbish, etc).

These are managed by a combination of the following:

- **EVC** must give verbal approval before a group leaves.
- Staff involved will put into practice the mitigations of risk set out in the Trust's comprehensive Risk Assessment for student movements through the town.
- Only staff judged competent to supervise groups in this environment are approved.

- The concept and Operating Procedure of the 'Extended learning locality' is explained to all new parents when their child joins the school.
- There will normally be a minimum of two adults.
- Staff are familiar with the area, including any 'no go areas', and have practised appropriate management techniques.
- Students have been trained and have practised standard techniques for road crossings in a group. Wherever possible roads will be only crossed by way of an official pedestrian crossing.
- Where appropriate, students are fully briefed on what to do if they become separated from the group.
- All remotely supervised work in the extended learning locality is done in 'buddy' pairs as a minimum.
- Staff are aware of any relevant student medical information and ensure that any required medication is available.
- Staff will deposit in the office a list of all students and staff, a proposed route, and an estimated time of return.
- A school mobile is taken with each group and the office have a note of the number.
- Appropriate personal protective equipment is taken when needed (eg gloves, goggles)

EMERGENCY PROCEDURE FOR ALL TRIPS

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

1. There is always a nominated emergency base contact for any visit (during school hours this is the office).
2. 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.
3. 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.
4. 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.
5. The base contact/s know to request support from the local authority in the event that an incident overwhelms the Trust's emergency response capability, involves serious injury or fatality, or where it is likely to attract media attention.
6. For visits that take place outside the 'extended learning locality', the visit leader will carry either:
 - a. An LA Emergency 'Card' (see EVOLVE Resources), or
 - b. An OEAP National Guidance Emergency action card (*Available via www.oeap.info*)
7. This Emergency Procedure is tested through both desk top exercises and periodic scenario calls from visit leaders.

Approved by the Board on 24 October 2024

Next Review Date: October 2025 (annually)