

BIDDICK ACADEMY

SPECIALISING IN SPORTS
AND PERFORMING ARTS

Educational Visits (2017-18)

Educational Visits Coordinator:

Jamie Houghton

Policy

June 2017

Committee:	Student Support
Leadership Group Responsibility:	J. Houghton
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Educational Visits Policy

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Introduction

All offsite visits and activities that are organised and undertaken by the Academy are regarded as “educational visits”. Whenever students leave the Academy site under the direct or indirect supervision of staff, they are undertaking an educational visit.

1.1 Aims and Objectives

At Biddick Academy we aim to offer young people a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for adult life. The Academy’s Head Teacher, Trustees and Governors recognise the value and importance of learning outside the classroom, and encourage staff to organise educational visits that enrich the curriculum and enhance the learning and development of our students.

1.2 Types of visits

All Biddick Academy, all students have a right to learn in environments best suited to the subject to which they are studying, be it locally, regionally, nationally or internationally. Opportunities for students to develop both knowledge and skills in both formal and informal contexts enable our students to leave as well rounded individuals. With this in mind, all visits should have purposeful objectives linked to that young person’s needs, either academic and/or social.

1.3 When can a visit take place?

International Visits/Residential Visits

Visits with clearly defined learning outcomes linked to the curriculum can take place during school time.

For a first time visit a rationale form must be completed with the initial proposal.

Where a visit links indirectly to the curriculum and the focus is purely sport and leisure based, then these may be authorised to take place using time taken from a school week combined with a school holiday.

All year group reward visits should be planned and approved a term in advance with guidance from the senior team.

All form rewards should take place at the end of a school day.

1.4 Inclusion & Equality

External visits should be available to all students, regardless of background or abilities. All visits and activities must ensure that their provision meets the requirements of Sunderland City Council's Equality Scheme (under the Equality Act 2010), and the Special Educational Needs and Disability Act 2001. Guidance about inclusion can be found on the OEAP National Guidance website. If it is felt that it is necessary to refuse a student from undertaking the activity the matter should be discussed with the Head teacher designated signatory or the EVC.

1.5 Charging Policy

The Academy will work to get the best value for all educational visits. A non-returnable deposit will be collected to secure a place on any visit if required. Where the Academy has incurred costs relating to a visit on behalf of an individual who has agreed to formally take part, then this amount will not be returned to the individual unless the reasons for cancellation were agreed by the Academy.

A voluntary contribution will be asked for in advance of essential GCSE visits, however, this will not prevent any student from accessing their learning opportunity.

Biddick Academy provides a variety of enrichment visits and would like every young person to access an opportunity at some point during their school life. We will work with parents / carers to try and enable this when possible.

1.6 Access to Policies and Guidelines

Staff involved in the leadership and management of visits should be familiar with all relevant guidelines and policy documents, and should know how/where this information can be accessed. Biddick Academy/Sunderland Council has adopted the national guidance published by the Outdoor Education Advisers Panel (OEAP) on the website www.oeapeg.info. This provides detailed guidance about many aspects of off-site visits and outdoor learning, and includes Essential Reading for all key staff roles.

Training and Support

2.1 Training, Advice and Guidance

Biddick Academy and the City Council will provide advice, guidance and training regarding the management of external visits and Learning Outside the Classroom. Further support is available through the External Visits Advisory Service based at Derwent Hill. Annual internal updates are delivered to all staff by the EVC.

2.2 Training Record

Training	To Whom	Delivered by	Date
EVC Revalidation	Jamie Houghton John Pearson	LA EVAS	Feb 13 th 2013
Introduction to Biddick	New Staff/NQTS (8) *	Jamie Houghton	November 2012
Policy/Procedure Update	Visit Leaders	Jamie Houghton John Pearson	March 2013
Biddick Academy Policy/Procedure Update	All staff	Jamie Houghton/ John Pearson	March 2014
Biddick Academy Visit Leader training	See Register (27 staff)	Jamie Houghton/ John Pearson	March 2014

2.3 Monitoring

The purpose of monitoring visits is to assure that high standards and quality of provision is maintained. The monitoring process will be undertaken utilising Form 4 (**see appendix 1**). The Head teacher designated signatory(s) or the EVC will accompany at least three visits per year to monitor the visit, the implementation of policies and the quality of provision. These records will be held centrally by an appropriate person. Any reported incidents and accidents will be reported using Evolve

Safeguarding Young People

3.1 Roles and Responsibilities

Head Teacher	Responsible for all Educational Visits
Designated Signatory	Will sign off visits on behalf of the Head Teacher
Educational Visits Coordinator	Will work with staff to ensure that every visit is prepared and fully risk assessed

3.2 Responsibility of Trustees/Designated Signatory

- All educational visits will be linked to the objectives of the Academy and planned sufficiently well in advance in accordance with good practice and effective planning procedures;
- Directors and Trustees will include in their role the support of the Academy policy and procedures for educational visits. In addition there will be a nominated Director who will receive information which is placed on Evolve.
- The Head Teacher or Designated Signatory(s) will be responsible for the approval of all visits but may delegate the approval of local routine and low risk visits (Category 1) to the Educational Visits Coordinator;
- The Head Teacher or Designated Signatory will approve all higher risk visits. including adventure activities, residential experience and foreign travel (Categories 2 and 3). Both of these categories will be submitted to the Local Authority by means of Evolve. Category 3 visits require approval by the Local Authority.
- A named Educational Visits Coordinator (EVC) will be appointed.

3.3 Responsibility Educational Visit Coordinator

- The EVC will support the Directors and Trustees and Head Teacher in the management of educational visits in accordance with 'Safety Guidelines for Educational Visits and Adventure Activities' and in particular as described in 'DfES: Standards for LEAs in Overseeing Educational Visits' section 6; OEAP and Sunderland LA guidance.
- Ensure that risk assessments are completed and, when appropriate, individual safety plans and safe working practices.
- Support the governing body in any decision on approval.
- Assign competent staff to lead and help with trips.
- Verify that all accompanying adults have been CRB checked.
- Make sure that all consent and medical forms are obtained.
- Keep records of visits and provide after-visit evaluation to aid future visits.

3.4 Responsibility of the Visit Leader

- For all visits and activities there will be a named and approved Group Leader (and where appropriate, deputy).
- Working with the EVC, as necessary, the Group Leader will be responsible for all aspects of the planning, risk assessment and organisation of the visit. The Group Leader will assume full responsibility during the visit, including ongoing risk assessment (dynamic risk assessment), in accordance with 'Safety Guidelines for Educational Visits and Adventure Activities' following OEAP guidance;
- The Group Leader will ensure Best Value principles are used when purchasing goods and services; that appropriate checks are made; that appropriate insurance and financial procedures have been followed.

3.5 Responsibility of accompanying Staff

- All staff are responsible for the safety and well being of all young people in their care
- All staff should support the visit leader and have clearly identified responsibilities whilst on the visit
- All staff should be aware of the needs of all young people in their care and act appropriately to keep them safe
- All staff should act in a professional manner at all times whilst working with young people

3.6 Parents/Carers

- The Academy Prospectus will provide parents / carers with information about policy and procedures relating to the safe management of educational visits.
- Parents / carers will give consent for their child to undertake Category 1 visits at the beginning of every year.
- For activities taking place outside the school day Parents / carers will be given sufficient information about the visit or activity to enable them to make informed decisions and give written consent together with appropriate medical and emergency contact details. Whenever there is a high risk or overseas visit a briefing meeting with parents / carers will be arranged to inform them about the expectations and procedures which will be followed.
- Expectations with regard to behaviour and codes of conduct will be explained to parents and guardians. This information will include the necessity of meeting additional costs and making collection arrangements in certain circumstances.

3.7 Students

- Wherever possible students should be involved with the planning of an educational visit; establishing codes of conduct; assessing and managing risk and evaluating their own learning.
- Students should be briefed about aims, expectations and codes of conduct for all educational visits. Regular ongoing briefings and review briefings are an important element of learning and safety especially on residential visits.

3.8 Volunteers

Only in exceptional circumstances will a volunteer be used as a party leader and only after discussion with appropriate members of the SLT. Accountability means that they are engaged through a thorough recruitment process which includes vetting and induction into the establishment's policies and procedures.

Procedure For Planning Educational Visits

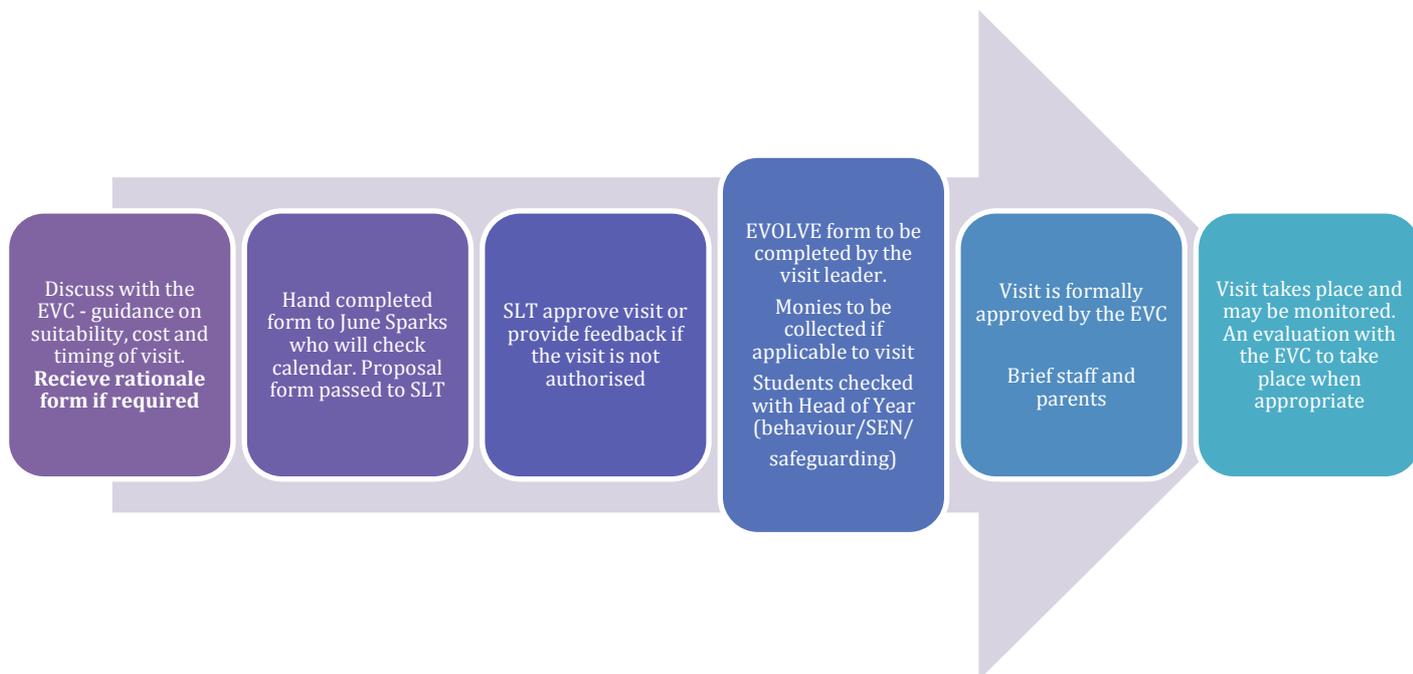
4.1 Planning

Visits should be recorded, checked, and approved in accordance with the following procedures:

Category	Definition	Requirement for notification & approval
Category 1	Straightforward routine visits defined as Category 1 in a written policy by Biddick Academy covered by: <ul style="list-style-type: none">• an updated generic risk assessment, regularly reviewed• blanket informed parent/carer consent• Academy operating procedures	Visits must be logged and generic risk assessments followed. (see additional BA guidance) Completion of Form 1 in all cases. Completion of Evolve. To be submitted at least 2 weeks prior to the visit ..
Category 2	Visits requiring enhanced planning with event-specific risk assessment, including: <ul style="list-style-type: none">• All residential visits not in Category 3• Non-residential visits not in Categories 1 or 3	Must be authorised using Evolve. This provides automatic notification to EVAS. To be submitted by using Evolve at least six weeks prior to the visit
Category 3	Higher risk visits, defined as: <ul style="list-style-type: none">• Visits outside the UK• Visits which include adventure activities• Visits to remote or hazardous locations	Must be authorised by the Head teacher / Designated Signatory/EVC using Evolve at least eight weeks before the visit..

The visit plan for intended visits must include the following:

- Risk assessments for transport, site of visit and activities;
- Curriculum objectives
- Supervision/pupil ratios
- Itinerary
- Supervisory details
- Emergency contact detail



A visit may be cancelled at any point in this process if it is deemed that insufficient time or planning has taken place resulting in a potential risk to young people or staff.

4.2 Behaviour

Students will be made fully aware of the behaviour expectations on any visit. If a young person fails to adhere to these guidelines and it is deemed unsafe to remain on the trip, parents / carers will have the responsibility to fund any associated costs for returning their child home from any given destination. They will be fully briefed prior to taking part in any off site activity.

4.3 Minibus driving

There are clear guidelines for the use of the mini bus and these are to be found in the document entitled 'Mini Bus Operation – Code of practice. Staff should be fully conversant with this document before driving the mini-bus. Anyone new to the school should discuss matters relating to this with the Head teacher designated signatory, the EVC or the Financial Director prior to booking any excursion involving the use of an Academy mini bus.

4.4 Emergency Procedures

The Academy will appoint a member of the SLT as the emergency school contact for each visit. All major incidents should immediately be related to this person, especially those involving injury or that might attract media attention. They will follow Sunderland emergency procedure protocol and support the visit leader

4.5 Assessing Venues and Providers

The OEAP National Guidance includes guidance on Preliminary Visits and Provider Assurances. The Learning Outside the Classroom Quality Badge provides sufficient reassurance that a provider meets nationally required minimum standards of safety and quality. Details of a provider's status can be checked on the Quality Badge website www.lotcqualitybadge.org.uk. If a provider of activities does not hold the Quality Badge, then detailed checks should be made to ensure that it meets required standards. Provider forms can be found on the EVOLVE website. For Outdoor or Adventure Centres AALA Licensed premises should be used) --- this can be checked on www.aals.org.uk/aals/provider_search.php

4.6 External Visits Advisory Service

Sunderland City Council's External Visits Advisory Service is based at Derwent Hill Outdoor Education & Training Centre, and may be contacted by phone on 017687 72005 or by email to EVAS@sunderland.gov.uk.

Appendix 1

Name of Visit:	
Type of Visit:	
Dates of visit:	
Staffing:	

This is to be completed **before** and **after** a residential experience. It is to help consider what learning is intended to take place and help evaluate the effectiveness and to improve future experiences. If you need any guidance please see TH or JH.

1.1 Rationale: (Give an outline of the program offered, considering: links to knowledge and/or skills they are developing in your subject area including **SMSC, PSHE, PLTS**)

1.2 What evidence-based learning goals will be used to demonstrate: engagement-challenge-independent thinking & learning?

(This could be a learning log/journal, reflection, annotated photographs post residential for example linking to knowledge or skill rehearsal or acquisition)

Activity:

Learning goal:

1.3 Finance: (please outline associated costs with the residential. Attach any additional information to the end of the document)

	(a) £ x	(b) No. =	(c) Total £	
Fee Calculation				
6 Pupils Fee				+
7 Adults Fee				+
8 Travel				+
9 Insurance Contribution				+
10 Sub Total (a)				=
Contingency (eg 5%)				
11 @		%		+
12 Sub Total (b)				=
13 Less Discount (Free places etc.)				-
14 Estimated Collection Total				=
15 Fee per pupil (Rounded £)				14c÷6b=
Collection Profile		Date	£	
16 Deposit				
17 1st Instalment				

18	2nd Instalment		
19	3rd Instalment		
20	4th Instalment		
21	5th Instalment		
22	Balance		

Notes (eg Companies to be used etc.)

2. Evaluation: This process is aimed help reflect on the experience to increase the engagement-challenge-independent thinking & learning in a safe way for students next time.

2.1 Learning Experience:

What were the strengths of the residential experience in meeting the rationale and what evidence is there relating to 1.1 & 1.2? Consider level of impact of the programme offered including any opportunities for reflection and transfer of learning.

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2.2 Learning experience- weaknesses:

What areas of the experience were less effective when considering the rationale and the desired learning goals set out in 1.1 & 1.2?

Example:

Reason:

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3.3 Risk management:

Outline any incidents or events worth noting which could help inform future management of residential visits? (This could be medical, behavior, provider or activity based)

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1.4 Were there any incidents that needed 1st aid treatment?

3.5 Was a record of what treatment was given logged in case this is called upon in future? (Mary Haggan has medical incident reporting forms?)

3.6 Outline any examples of good practice which you wish to share:

2. Organisation and funding: This is to help support future residential staff teams work better together in the lead up-to, during and return from a visit.

4.1 What were the strengths of the staff team in relation to the organization, design and implementation of the residential? *Consider the time leading to, during and post-evaluation of the residential.*

3. Looking Forward: What changes or tasks need to occur to develop the experience so it is better aligned to the rationale and learning goals in section 1 ? Consider improvements to the Organisation and funding in section 3.

5.1 Activity/Task:

Improvement/learning objective:

By who and when:

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Please add a selection of evidence/photographs from your residential to this document to enable the school to share good practice and enhance the opportunities for students in future residential experiences. These can also act as case studies to showcase what you, your department does.