

Enrich Academy

Educational Visits Policy

Section	Person Responsible
Responsible person	Claire Sansom
Accountable SLT member	Emma McManus
Applies to	Enrich Academy
Trustees and/or individuals who have overseen development of this policy	N/A
Headteachers/Service Heads who were consulted and have given approval (if applicable)	Emma McManus
Ratifying committee(s) and date of final approval	Learning and Achievement Committee
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Introduction

Enrich Academy aims to offer children a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental, and physical development and prepares them for adult life. Enrich Academy recognises the value and importance of learning outside the classroom, and encourages staff to organise educational visits that enrich the curriculum and enhance the learning and development of our pupils. Educational Visits are a valuable part of any child's experience in school, providing meaningful and relevant opportunities to enhance, enrich, or deliver the curriculum in a setting outside of the school grounds or normal classroom environment.

1. Purpose of Policy

The purpose and scope of this document are to encourage and support staff in planning and undertaking educational visits as part of their curriculum.

2. Lines of Responsibility

The Visit Leader (VL) has ultimate responsibility for managing the visit and the behaviour and safety of pupils whilst off-site. The Visit Leader should seek guidance from the school's Educational Visits Coordinator (EVC), Claire Sansom. The Visit Leader is responsible for obtaining permission for the trip from the school's Head Teacher and, where appropriate, from an Outdoor Education Advisor (OEA) through the Plumsun system. It is the Head Teacher's responsibility to be aware of who is off site on any educational visit and where they are. The EVC oversees the planning and organisation of the school's visits and provides advice and guidance to staff and the Head Teacher, including recommendations regarding the approval of visits. New EVCs should access certified training during their first term regarding their responsibilities with respect to the management and approval of educational visits and should attend refresher/update training at least every 3 years.

2.0 Categories of Visit

As outlined below, there are many different types of educational visits. In all cases, educational visits can only be undertaken with the permission of the Head Teacher. However, in the case of adventurous activities and residential visits, permission must also be sought from an OEA.

A. Regular Day visits

B. Non-routine Day visits

C. Residential visits, trips abroad and adventurous activities

Adventurous Activity Visits

Adventurous activities include activities or sports where the risk is enhanced due to the remoteness of the location, the skills of a coach or instructor are required, working at height or with natural bodies of water. As such their delivery and instruction is governed by HSE recommendations and the consensus of best practice by national governing bodies (NGBs). When seeking external providers for these activities it is important that the VL is aware of the minimum requirements and should look for the Learning Outside the Classroom badge (LOTC) or Adventurous Activities Licence (AALs) Badge (See Appendix A for further details).

2.1 Visit objectives

All educational visits should have a defined purpose, with clearly stated, justifiable educational objectives, or else they may not be approved.

2.2 Equal Opportunities

The VL will follow the school's equal opportunities policy. Wherever possible, reasonable adjustments should be made to ensure all pupils have equal

opportunities to undertake activities, however, the health and safety of the group or individuals cannot be compromised.

3 The Route to Gaining Authorisation

Visits should be planned, checked and authorised through Plumsun under the following procedures:

Nature of Visit	Approval by	Timescale
A Regular Visits - visits that take place on a regular basis throughout the year and are low in risk e.g. transporting students and local walks	Visit Form on Plumsun to EVC and Head of school	At least 48 hours in advance
B Non-Regular Day Visits - one-off or occasional visits e.g. day visit to York Minster/Scarborough Sea Life Centre/Flamingo Land/offsite sport and forest school sessions	Visit Form on Plumsun to EVC and Head of school	At least 1 week in advance of the visit
C Residential Visits - visits that involve one or more nights away from home in UK or overseas. Enhanced Risk Activities Visits - all day visits, regular or otherwise, or residential visits that involve hazards that are significantly different or more serious (in terms of severity and/or likelihood) than might normally be encountered in everyday or school life	Visit Form on Plumsun Internally –EVC and Head Teacher Externally – by OEA via Plumsun	At least 3 weeks before the visit (to allow time for external approval).

4 Visit Leader

All staff who lead visits are required to have their own Plumsun username and password. The overall visit leader should be assessed and approved as suitable and competent by the Head Teacher.

Young people should be briefed about aims, expectations and codes of conduct for all visits. Ongoing briefings are an important part of learning and safety. Where possible pupils should be involved with planning, developing codes of conduct, assessing/managing risk and evaluating their own attitude, behaviour, development and learning.

Visit Leaders should consider first aid arrangements for young people on educational visits. All educational visits will require young people to have access to a competent adult who has an appropriate level of first aid training. The Educational Visits Guidelines provide recommended minimum staffing ratios, but the choice of staff and the decision regarding ratios is still a matter of judgement for the Head Teacher, after consultation with the EVC and Overall Group Leader (and OEA if necessary), as part of the risk assessment and management process.

It is generally good practice to have at least two adults accompanying any off-site experience so that there is some flexibility and reserve capacity should it be needed.

4.1 Role of Visit Leader:

Before the visit

1. Determine firm educational basis for the visit, including learning outcomes and opportunities.
 2. If required, undertake a pre-visit to the venue for the activity to ensure it is appropriate for the group.
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3. Liaise with the EVC to determine and write risk assessments. During this phase any reasonable adjustments to ensure equal opportunities can be made or assessed.
4. Seek authorisation for the visit from the EVC and/or the Head Teacher through Plumsun.
5. Inform parents / carers of the visit and obtain parent / carer permission (if permission not already secured through pupil induction papers). Include in this letter clear behaviour expectations and any equipment pupils may need to bring. Ensure any medical information is received and recorded.
6. Ensure they and any deputy visit leaders are familiar with the emergency procedures and behaviour policy.

On day of visit

1. Ensure that staff on the trip are aware of their responsibilities and ensure they keep the visit leader up to date with all relevant information.
2. Ensure that an appropriate member of SLT is contactable at all times and that any incidents that occur on a trip are reported to them. This member of SLT will have access to all relevant information such as visit details, parental contact information, itinerary and medical information.
3. Ensure that staff have provided pupils with a clear understanding of expectations and any other information.

After the visit

1. Make a record of any 'near misses' or incidents, and follow up with staff, pupils, parents or visit staff as appropriate. This should be then logged on the schools Managements Information System. Visit Leaders should report any 'near misses' or incidents to the Head Teacher and log on Every.
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5. Risk Assessments

The school has a legal duty of care for its pupils, and must therefore give careful consideration to the hazards involved during an educational visit, and ensure that risks are managed at reasonable and acceptable levels. The Visit Leader should undertake an appropriate risk assessment for each visit, and this should be discussed/agreed by all assistant/deputy visit leaders and shared with all adults (and pupils where appropriate) before the visit takes place. Appropriate written evidence of this process should be provided. The process of risk assessment should be a positive means of raising awareness of hazards and prompting constructive discussion regarding the best means of risk management – it should therefore be of real practical value to the leaders and group members, not just a paper exercise. All relevant generic risk assessment forms are reviewed, amended and agreed at the start of each academic year by the EVC and Visit Leaders. These generic forms are centrally stored on share point, and staff are encouraged to reference these if unsure about agreed practice or before undertaking visits that they are less familiar with. Amendments to generic risk assessments should be made by the visit leaders for each visit to record and share information about potential hazards and precautions that may be particularly noteworthy for that specific group, doing particular activities, at specific sites on that visit.

6. Emergency Procedures

Visit Leaders should be aware of what to do in the case of an emergency. The schools' emergency procedures are detailed in the Emergency Plan (stored centrally for staff on Every and shared via email) and a brief checklist can be found in Appendix B.

Appendix A - Examples of Adventurous Activities

Adventurous Activities include activities or sports where the risk is enhanced due to the remoteness of the location, working at height or with natural bodies of water. As such their delivery and instruction is governed by HSE recommendations and the consensus of best practice by national governing bodies (NGBs).

When seeking external providers for these activities it is important that the VL is aware of the minimum requirements and should look for the LOTC badge or AALA Licence. They include the following activities (with NGB qualifications you should look for when finding an appropriate provider):

- Rock Climbing (SPA, MIA, MIC or UIAA Guide)
 - Ghyll Scrambling (SPA, MIA, MIC or UIAA Guide)
 - Gorge Scrambling (SPA, MIA, MIC or UIAA Guide with appropriate experience/CPD or additional BCU qualification)
 - Mountain Biking or Biking in remote locations off road (UKMLBA) Abseiling (SPA, MIA, MIC or UIAA Guide)
 - Indoor Climbing Walls (CWA, SPA, MIA, MIC or UIAA Guide)
 - Any activity that includes natural flowing or expanses of open water (BCU UKCC Coach level 1 to 5)
 - Caving (BCA Local Cave Leader Award, CIC)
 - Horse riding (British Horse Society approved centres)
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Appendix B - Emergency Procedures Checklist

EMERGENCY PLAN CHECKLIST

Action to be taken by leader in the event of a serious incident, accident or death:

- Ascertain the nature and extent of the emergency.
 - Protect the party from further injury or danger and ensure all party members are accounted for.
 - Assess and remove danger as far as possible (e.g., turn off electrical power if necessary).
 - Give First Aid to Casualties (Airways, Breathing, Circulation etc).
 - Telephone 999 and ask for appropriate emergency service. May need to move to get signal coverage.
 - State your name, location (6 figure grid reference if possible) and time and nature of emergency.
 - Telephone Head Teacher and OEA – 0845 8622684.
 - Give nature, time and location of incident.
 - State action taken so far.
 - State the names of individuals involved, the extent of injuries and where they are now located.
 - Remove party to secure accommodation and ensure they are under the care of a staff member who will protect them from media attention.
 - Restrict pupil access to telephones – including mobiles.
 - DO NOT MAKE ANY STATEMENT TO THE MEDIA – direct media to the Trust Central Team or LA press officer.
 - Complete the relevant accident reporting forms.
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Nurturing inclusive learning communities

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