Liberty Academy Trust

Educational Visits Policy

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Policy lead	Director of Safeguarding

Table of Contents

1. Purpose of this document 3
2. Approach 3
3. Operational delivery 4
4. Categories 4
5. Considerations 6
6. Safeguarding Risk assessment 9
7. Approval process 9
8. Parent / Carer Consent 10
9. Residential Trips Safeguarding planning 11
10. Overseas Visits and Exchange Programmes 11
11. Vetting providers 12
12. Risk Assessments 12
13. Pupil ratios 13
14. Medical and First Aid 14
15. Critical Incidents, Accidents and Emergencies 14
16. Reporting an Incident 15
17. Roles and responsibilities 16
18. Training 21
19. Equality Impact statement 21
20. Evaluation of policy 22
21. The legal framework 22
22. Related policies 23

1. Purpose of this document

1.1. To outline the Liberty Academy Trust schools' approach to the organisation of educational visits and trips.

1.2. This policy should be read alongside Keeping Children Safe in Education (KCSIE) 2026, Working Together to Safeguard Children 2026, DfE Health and Safety on Educational Visits guidance, relevant local authority requirements and Liberty Academy Trust safeguarding and health and safety procedures.

2. Approach

2.1. Children can derive a great deal of educational benefit from taking part in visits with their school. In particular, they have the opportunity to undergo experiences not available in the classroom. Educational visits help to develop a child's investigative skills and longer visits in particular encourage greater independence. This Policy is designed to help staff, governors and others to ensure that pupils stay safe and healthy on school visits.

2.2. All staff who are considering the organisation of a school visit, whatever its nature must read the following policy and act on its contents.

2.3. The organisation of educational visits has undergone considerable review in the light of avoidable tragic events and the legal ramifications for trip organisers and supervisors. Safeguarding considerations must take priority over all others. Educational visit planning must include consideration of safeguarding risks, including child-on-child abuse, harmful sexual behaviour, online safety, missing child risk, contextual safeguarding concerns, medical vulnerabilities, mental health needs and the individual needs of pupils.

2.4. An educational visit could be a short term visit in the local community, a day visit further afield, a visit lasting several days at a residential educational centre or an educational visit involving overseas travel.

2.5. Schools will ensure that we comply with all current national and local documentation before any educational visit is authorised.

2.6. When planning an educational visit we will ensure that any third party provider such as a third party person/organisation contracted to organise/deliver all or part of the visit or just supervise pupils, meets our needs, expectations and has appropriate accreditation.

2.7. Before a visit to an unfamiliar facility or venue, where possible the visit leader will undertake a preliminary visit to ensure the suitability of the venue/facility. There may be times when a pre-visit has not been possible, in such circumstances key information will be sourced via other means to assess suitability.

2.8. All school personnel attending an educational visit are trained in safeguarding procedures in order to ensure pupils' safety and to cover all eventualities such as high-profile terrorist threats when visiting such places as London. All visit leaders will have undertaken educational visits training prior to leading a trip.

2.9. One of the stated aims of schools in line with the National Curriculum / Curriculum for Excellence is to prepare pupils for the opportunities, experiences and responsibilities of adult life. To achieve this, pupils spend time out of school learning to use public facilities, to behave in a socially acceptable way, to enjoy themselves, to improve their independent living skills, work experience, transition visits and to encourage inclusion.

2.10. Pupils have opportunities to participate in a range of PE activities/life skills and leisure activities within the local community as well as activities linked to the curriculum and individual targets. These give our pupils extra opportunities to generalize skills they have learnt in school and develop their independence, resilience & confidence.

3. Operational delivery

3.1. All visits are to be approved by the Principal prior to taking place.

3.2. All visit details must be entered on to Evolve prior to taking place.

4. Categories

4.1. School trips and visits will be divided into four categories of risk:

- **Frequent/responsive and low risk (A)**
- **Infrequent and low risk (B)**
- **Any Adventurous / increased risk (C)**
- **Any offsite residential trip (D)**

4.2. Frequent/responsive and low risk trips (A) account for aspects of a child's learning and development that require frequent/routine out of school/resident activities. These may include activities such as community access, a low-risk response to a sudden change in a child's behaviour, part of the curriculum's routine delivery (e.g. swimming programme) or as a short-term reward. The principal's (or Deputy's) permission must be obtained.

4.3. Low-risk infrequent activities (B) account for most planned trips & visits to venues such as museums, sporting events, and leisure activities that are not frequent or part of the curriculum's routine delivery. The principal's (or Deputy's) permission must be obtained.

4.4. Adventurous / increased risk activities (C) include: any domestic but higher risk activities; activities 30 miles distance away or more; Activities requiring enhanced planning due to activity type, safeguarding considerations,

environmental hazards, specialist instruction requirements, complexity of travel arrangements, residential elements or emergency response arrangements; whole day trips; require that the Directors of Education and Safeguarding to be informed. The principal's approval is required.

4.5. Any off-site residential activities (D) require approval from the Principal and the Directors of Education and Safeguarding. The Chair of the Local committee should also be notified of the visit. The activity needs to be risk assessed by both school and provider of Adventurous/Increased Risk Activities.

4.6. Any transport used for students must be risk assessed. Regardless if the transport is school minibus or an external travel company is providing transport

4.7. The permission of parents/carers must also be obtained for all categories of school trips and visits, either as part of routine planning for Cat A activities or via separate written permission for individual Cat B to D trips.

4.8. Director's approval is likely to come via direct communication of Cat C and D trips being communicated in advance by the Educational visits Coordinator or Principal.

4.9. The local governance committee (LGC) or Transformational management board (TMB) will at least annually and typically in the summer term, have the opportunity to scrutinise a school's trips for their impact and any lessons learned.

4.10. Visits and trips are an essential part of the school's provision. The experiences gained by pupils benefit them for the rest of their lives. The school wants them to operate within a safe framework that has the confidence of staff, pupils and parents / carers.

Evolve System

4.11. All schools use Evolve system for the management and approval of all Educational visits – Cat A-D.

4.12. The Schools Educational Visit Coordinator (EVC) determines whether the trip is risk managed by internal school processes or needs to be considered by the LAT Directors/Executive board due the type of activity. Cat C trips and above are also submitted to the LA via Evolve for information/opportunity to discuss.

4.13. **Category A trips**: School's curriculum planning should incorporate pupils' individual plans, risk assessments and support packages. Off-site activities that are integrated into the curriculum must be risk assessed. Some schools may keep a series of generic risk assessments which may be used as a basis.

However, all visits should be considered in context of the pupil attending, any change in conditions and situational contexts and a specific risk assessment completed. These trips must be thoroughly thought through and checked by the EVC and Principal. Many venues used by schools carry out their own risk assessments. Schools should ask for these and where they are not available ensure a trained risk assessor visits and completes a risk assessment.

4.14. **Initial Request for Cat B-D trips**: The visit or trip organiser must submit an initial request to the principal for permission to organise the trip, including an outline risk assessment that will enable the principal to make an informed decision. This request should be made at least four weeks before any category B trip and at least a half term before any category C and D trips. This request must include full details including rationale (linked to pupils' learning), destination, planning, itinerary and levels of supervision. The reply will include a decision on whether the trip is category B-D. In all cases, trip organisers and leaders must consult https://www.gov.uk/government/publications/health-and-safety-on-educational- visits/health-and-safety-on-educational-visits. and their local Evolve.

4.15. All trips will require a written risk assessment pack. A risk assessment pack must contain contextual, activity and individual pupil risk assessments. The assessments will be reviewed annually and every time the trip runs. Permission is required from Directors for Category C and D events, so plenty of time must be allowed in submitting the information.

4.16. For visits and trips designated as Category C and D trips, the supervision ratios must be suitable and reflect pupils' risk assessments, personal plans and staff's knowledge of the attending pupils.

4.17. On returning from the visit, where there is a concern or specific issue to feedback, the lead member of staff must complete an evaluation form (school's own and Evolve) and return to the Principal. Safeguarding, near miss, accident and incident data must also be completed. This is for Safeguarding, Health and Safety reasons and partly so that the school can build up a record of risk assessments which will make the risk assessment procedure both easier and more effective over time.

5. Considerations

5.1. Principals and designated staff (trip leaders, DSL) will ensure that:

- the group leader who has sole charge of the visit is competent to monitor the risks throughout
- there are adequate safeguarding procedures in place
- risk assessments have been completed and the appropriate safety measures are in place

- An outings planning form is completed detailing arrangements for the trip , staff ratios, staffing, the visit leader, the deputy, medication required, first aider and confirmation of mobile phone number.
- training needs have been assessed and the needs of the staff and pupils considered.
- An appropriately trained and competent group leader and deputy has been appointed.
- The ratio of appropriate staff to pupils is in line with individual risk assessments.
- Adequate first aid provision is available.
- the specific special and medication needs of pupils are known and arrangements have been made to ensure all needs are met
- volunteers and/or agencies supporting on or accompanying pupils during the trip have the required vetting checks and training to support autistic pupils.
- training will include but not be limited to reading: DfE (2018) 'Health and safety on educational visits' and HSE (2011) 'School trips and outdoor learning activities' and accessing relevant Local Authority EVC training.
- There is adequate and relevant insurance cover
- Parents/carers/responsible person should be provided with sufficient written information of the trip and asked to sign a consent form and indemnity form as appropriate, completing all necessary emergency information. For category A & B visits a general consent form may be sufficient but a parent should always know that the trip is taking place. For category C &D visits separate specific consent should be obtained. Parental/Guardian/Responsible Person permission does not diminish the responsibility of the trip's organiser.
- Voluntary contributions may be sought but parents/carers should be aware these are not compulsory and the children of parents who do not contribute will not be discriminated against.
- A school contact has been nominated who has been given full details of the proposed visit, including travel out and return times.
- The group leader and supervisors have written details of:
    - Emergency procedures for educational visits
    - Names of all pupils and adults travelling in the group
    - Personal pupil profiles containing contact details
    - Guidance to support the SEND and medical needs of pupils
    - The group leader will have access to a mobile phone in good working order.

5.2. It will not be common practice for anyone to be left with sole responsibility for a group unless documented in a risk assessment and signed off by the school principal. However, in an emergency the group leader will weigh up risks and make decisions based on current circumstances and safest option. Pupils will be advised of the aims and objectives of the visit/activity, with background information provided.

5.3. Where appropriate, pupils will be advised in advance of the visit of appropriate actions, should they be approached by anyone from outside the group, or separated from the group. They should also be provided with emergency procedures and a list of any other relevant information. This information should be provided using an appropriate means of communication.

5.4. If at any time there is a change to the planned schedule, new activities should be assessed, pupils provided with the appropriate information and the school contact informed. Any changes must also be documented in the evaluation explaining the reasoning and rationale.

5.5. If appropriate each pupil/pupil will carry a discreet card with details of their name, contact phone number, and any urgent medical factors e.g. epilepsy, diabetes (if any). Information card must also include Trip leaders name, their mobile number and school name.

5.6. First aid should form part of the risk assessment. Before undertaking any off-site activities, the Principal or the group leader should assess what level of first aid might be needed. On any kind of visit a first aid box should be taken and there should be at least one trained first aider within the staff team supervising the visit.

5.7. This policy should be read in conjunction with the relevant policies on transport. The principal is ultimately responsible for the school minibus; however, the driver is responsible for the vehicle during the visit. If alternative school transport is required, the group leader is responsible for ensuring that coaches and buses are hired from a reputable company. When booking transport, the group leader should ensure that seat belts are available for pupils. The use of public transport will need to be individually Risk Assessed with careful consideration given to the increased need for pupil/pupil supervision at all times.

5.8. School mobile phones (and chargers for residential or visits abroad including adapters where needed) may be provided to all staff on visits or trips.

5.9. If a pupil is deemed to be missing on a trip or visit, the Missing Pupil procedures (outlined in the Safeguarding Policy) must be followed.

5.10. The DSL must be consulted prior to any residential visit and whenever a pupil attending is subject to a Child Protection Plan, Child in Need Plan, Family Help assessment, exploitation risk management plan or other safeguarding arrangements.

5.11. Relevant safeguarding information will be shared with visit leaders and supervising staff on a need-to-know basis to support safe participation and risk management.

6. Safeguarding Risk assessment

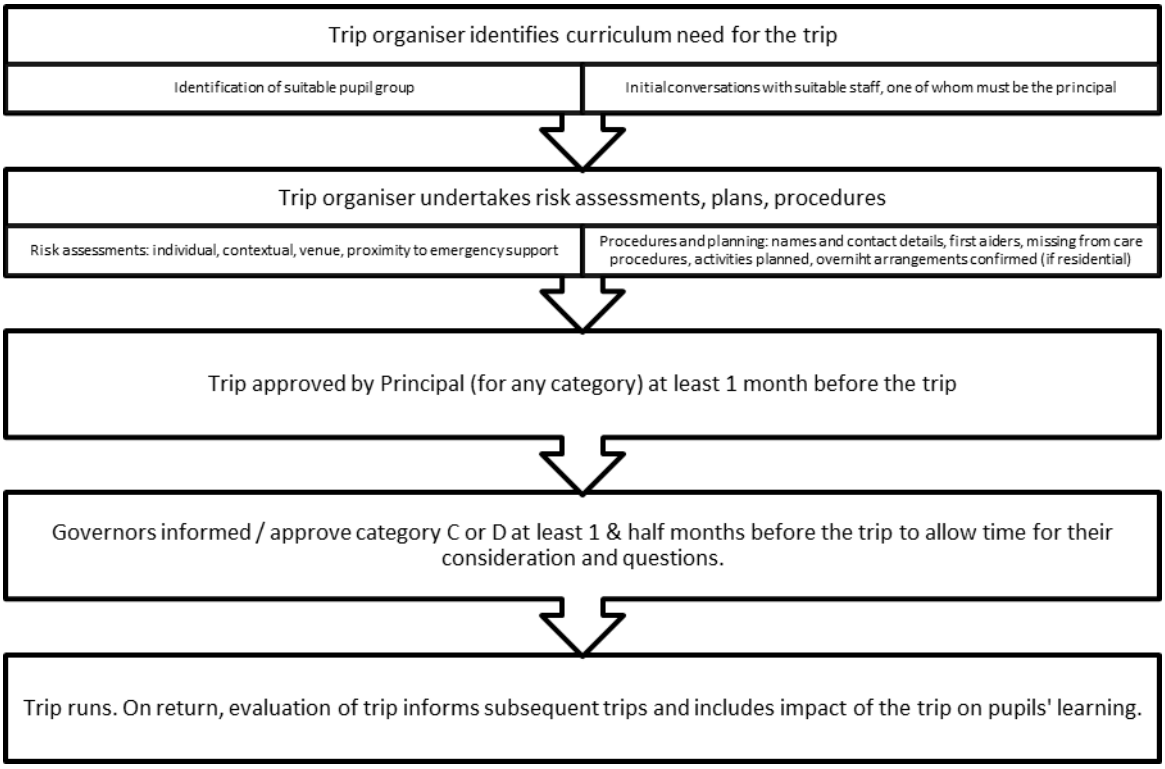
6.1 In addition to health and safety risk assessments, all educational visits must include consideration of safeguarding risks and be discussed with the DSL.

6.2 Safeguarding assessments should consider:

- Child-on-child abuse.
- Harmful sexual behaviour.
- Sexual harassment.
- Sexual Violence
- Violence against women and girls (VAWG).
- Missing child risk.
- Online safety risks.
- Use of mobile phones and social media.
- Public interaction and contextual safeguarding risks.
- Medical and health vulnerabilities, including allergy management.
- Emotional wellbeing and mental health needs.
- Self-harm and suicidal ideation where known.
- Intimate care requirements.
- Behaviour support requirements/Individual Behaviour Support plans (IBSP)
- Communication needs.
- Sensory regulation needs.
- Absconding or missing-from-care risk.
- Transport tolerances and travel-related anxieties.
- Individual risk management plans.
- Known safeguarding plans and vulnerabilities.
- Residential safeguarding arrangements.

7. Approval process

7.1. All Liberty Academy Trust schools operate the electronic approval system called EVOLVE. The approval process flow chart below for Cat A-D trips should be accounted for.



8. Parent / Carer Consent

8.1. Written consent from parents is not required for pupils to take part in the majority of lower risk offsite activities organised by a school (with the exception of nursery age children) as most of these activities take place during school hours and are a normal part of a child's education at school. It is good practice to inform parents of where their child will be at all times and of any extra safety measures required Annual consent is appropriate for regular routine lower risk activities. For all other visits, consent should be obtained on an individual visit basis. Information provided to parents prior to granting consent should include full details of the activities and any other significant information

8.2. Written individual consent is usually only requested for activities that need a higher level of risk management or those that take place outside school hours. Parents must be informed of these activities in advance, and given the opportunity to withdraw their child from any particular visit or activity.

8.3. The school must have a robust means of ensuring that changes to parent / carer contact details and child medical details are up-to-date.

8.4. E-consent, via services such as EVOLVE, is an acceptable alternative to paper based consent forms.

9. Residential Trips Safeguarding planning

9.1 Residential visits require enhanced safeguarding planning. Risk assessments must consider:

- Sleeping arrangements.
- Room allocations.
- Overnight supervision arrangements.
- Intimate care.
- Medication storage and administration.
- Online safety, use of mobile phones and social media
- Supervision during free time.
- Access to members of the public.
- Child-on-child abuse risks.
- Safeguarding reporting procedures.
- Missing child procedures.
- Staff conduct and professional boundaries.

10. Overseas Visits and Exchange Programmes

10.1 Where visits take place overseas, planning must include consideration of:

- Foreign, Commonwealth and Development Office (FCDO) advice.
- Passport and visa requirements.
- Travel insurance.
- Medical arrangements.
- Local emergency services.
- Emergency repatriation arrangements.
- Local safeguarding risks.
- Language and cultural issues.
- Communication arrangements.

10.2 Host Families and Homestays: Where pupils are accommodated with host families, schools must undertake appropriate suitability assessments and safeguarding checks in accordance with Keeping Children Safe inEducation.

Appropriate arrangements must be in place for supervision, communication and emergency response.

11. Vetting providers

11.1. When considering external providers for activities, the group leader will check whether they hold the 'Learning Outside the Classroom Quality (LOtC)1 Badge to indicate they meet nationally recognised standards.

11.2. If a provider does not hold the badge, the group leader will check the following to ensure they are a suitable organisation to work with:

- Each activity has an appropriate risk assessment
- Their insurance arrangements (and that they do not use insurance or third-party disclaimers as part of their risk assessment)
- Their adherence to legal requirements
- Their control measures
- Their use of vehicles
- Staff competency levels
- Safeguarding policies
- The suitability of their accommodation
- Any sub-contracting arrangements in place

11.3. Any venue or attraction can apply for the LOTC quality badge. The LOtC Quality Badge is the only nationally recognised indicator of good quality educational provision AND effective risk management. The Department for Education guidance on Health & Safety on educational visits recommends that schools look for the LOtC Quality Badge when choosing external providers of educational visits. LOtC can also be found on Evolve to view approved venues. The award of the LOtC Quality Badge indicates that the provider understands schools' needs and can tailor their offer to fit in with both current curriculum requirements and any specific requirements of the school.

11.4. Schools should consider a provider's safeguarding culture, safeguarding procedures, online safety arrangements and reporting mechanisms when assessing suitability.

11.5. If it is deemed appropriate to engage with an external provider, a written agreement will be created outlining what each party is responsible for. If an organisation does not meet the school's standards, they will not be considered.

12. Risk Assessments

12.1. Risk Assessments will be completed on preliminary site visits and will cover:

- What are the hazards?
- Who might be affected by them?
- What safety measures are needed to reduce risks to an acceptable level?
- Can the party leader put the safety measures in place?
- What steps will be taken in an emergency?
- What safeguarding risks may arise?
- What child-on-child abuse risks may arise?
- What online safety issues may arise?
- What mental health and physical health needs should be considered?
- How will safeguarding concerns be reported?
- How will supervision be maintained throughout the visit?

12.2. Visit Leaders will request risk assessments that have been produced by venues who provide instructor led activities.

12.3. A risk assessment of the mode/s of transport will be undertaken.

12.4. Examples of risk assessments the school should have in place include:

- activities in or near water;
- canal boat trips;
- visits to castles and historic buildings;
- educational walks in the local community;
- farm visits;
- visits to religious buildings;
- pony trekking centres;
- quad biking;
- residential visit accommodation;
- rock climbing centres;
- skiing on artificial slopes;
- theme parks.

13. Pupil ratios

13.1. In our schools there are high pupil ratios usually 2 pupils to 1 adult and some pupils have 1:1 support. During educational visits the usual classroom ratios must be applied as a minimum and consideration must be given as to whether additional staffing is required for some pupils whilst on educational visits. Where additional staffing is required for educational visits this should also be detailed on the pupils individual risk assessment.

13.2. Professional bodies provide typical supervision ratios guidance for schools. It is unlikely that those typical ratios will be appropriate in most cases, given our pupil's needs. Visit leaders and approving officers must

make sure that supervision ratios are appropriate to ensure that risk is reduced, in light of pupil's individual risk assessments.

14. Medical and First Aid

14.1. The Visit Leader will ensure:

- sufficient numbers of staff are trained in first aid;
- a fully stocked first aid kit is supplied for the trip;
- supervisory adults are aware of all medical and first aid arrangements and procedures;
- the medical information of all pupils is in place;
- parent consent forms are in place;
- pupil medications are in place and secure;
- parents are contacted if their child is injured
- staff record any accident/injury on smartlog and consider if a report to RIDDOR is required.

14.2. Educational visit planning should consider pupils' mental health and physical health needs, emotional regulation requirements, self-harm risks and any known concerns relating to suicidal ideation.

15. Critical Incidents, Accidents and Emergencies

15.1. Critical incidents may include:

- Terrorist incidents.
- Missing pupils.
- Serious safeguarding concerns.
- Severe weather.
- Fire.
- Major transport failures.
- Public disorder.
- Cyber incidents affecting communication.

15.2. In the event of a critical incident, accident or an emergency the Visit Leader will:

- be in charge of all incidents, accidents and emergencies;
- assess the situation by establishing the nature and the extent of the problem;
- take charge of the incident;
- account for all members of the group;
- ensure all school personnel undertake their allocated roles and responsibilities in an emergency;
- ensure all injuries are dealt with;
- contact the emergency services for assistance;
- ensure an appropriate adult accompanies any casualities to hospital;

- alert school to the nature of the accident / emergency;
- ensure the safety all members of the group;
- record and report all accidents and emergencies;
- ensure all pupil contact details are in place;
- contact parents in the case of an incident;
- deal with any reports or interviews to the media;
- consider the emotional needs of any member of the school group who may have been affected by the incident;
- complete the appropriate accident and incident forms;
- comply the RIDDOR regulations;
- monitor, assess and review the incident;
- update this policy in line with the findings from the review.

16. Reporting an Incident

16.1. All incidents must be recorded either during the incident or as soon after the incident. The following should be recorded:

- Date
- Time
- Location
- Nature of the incident
- Names of casualties and their injuries
- Names of those taken to hospital
- Approximate times of all communications to:
- Emergency services
- School
- Parents
- Local hospital
- Other
- Names and contact details of any witnesses
- Outcome(s) of the incident

Terrorist incidents

16.2. In the event of a terrorist incident, the trip leader must lead the trip through procedures being directed by the local emergency services. The trip leader must attempt to make immediate contact with the principal. If local telephone services are disrupted, contact must be attempted every 15 minutes. In some cases, linking to a local wifi network and sending an email may be more likely than making a call. During any communication, the trip leader must outline:

- Their location
- The condition of staff and children
- Their plan in response to the incident

16.3. The Principal will coordinate communication with parents.

16.4. If a trip is impacted by an incident occurring elsewhere, for example delaying travel, then the trip leader must contact the school as soon as possible to coordinate alternative travel arrangements, regardless of the time at which the incident occurs.

Local authority

16.5. Schools should also consult and liaise with the local authority, to ensure they are working within operation of local authority guidance

17. Roles and responsibilities

17.1. The responsibilities of the Board of Trustees:

- Ratify and regularly review this policy to ensure it conforms to relevant law and guidance

17.2. The responsibilities of the Directors and local Governance committee:

Ensure aware of the range of trips that take place within the school responsibility to ensure:

- the school complies with all health and safety regulations and procedures
- all risk assessments are in place
- emergency plans are in place
- insurance cover is in place
- adequate supervision is in place
- the needs of all pupils are catered for
- delegated powers and responsibilities to the Principal to ensure all school personnel and visitors to the school are aware of and comply with this policy
- responsibility for ensuring that the school complies with all equalities legislation
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all complaints and prejudice related incidents or incidents which are a breach of this policy
- responsibility for ensuring funding is in place to support this policy
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring policies are made available to parents
- the responsibility of involving the School Council in educational visits planning

- nominated a link governor to:
    - work closely with the Headteacher and the coordinator;
    - ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- attend training related to this policy;
- report to the Governance committee every term;
- receive and scrutinise the annual educational visits assurance report to provide oversight of educational visits, safeguarding arrangements, risk management and lessons learned.
- annually report to the Governance committee on the success and development of this policy.
- responsibility for the effective implementation, monitoring and evaluation of this policy.

17.3. The responsibilities of the Principal:

- appoint a member of staff to be the Coordinator for Educational Visits
- work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy;
- be responsible for the sanctioning and authorizing of all educational visits whatever the duration or purpose;
- consider the following before sanctioning and authorising any educational visit:
    - the educational benefits of the visit
    - the travelling time to and from the venue
    - the health and safety factors
    - the third party provider has appropriate accreditation
    - the overall suitability of the venue / facility
- ensure risk assessments are:
    - in place;
    - accurate and suitable;
    - reviewed annually;
    - easily available for all school personnel.
- ensure the following safeguarding procedures are in place before sanctioning and authorising any educational visit:
    - The correct adult: pupil ratio
    - Trained first aiders
    - First aid kit
    - Medication for specific children
    - High visibility vests for all children and adults
    - School mobile phones
    - All adults to carry a mobile phone
    - A list of all pupil emergency contact numbers both mobile and landline
    - A clear telephone tree for use in an emergency

    - School personnel trained in emergency procedures if an incident should occur
    - Ensure staff have read KCSIE part one & attended updated safeguarding training
    - Ensure safeguarding information has been considered as part of visit planning and the DSL has been consulted
    - Alternative transport routes planned and printed
    - Identified safe place(s) of refuge to go to in case of a major emergency
    - ensure that the Educational Visits Coordinator and Visit Leaders have appropriate training and are sufficiently competent, experienced and qualified;
    - Ensure suitability checks for volunteers and parent helpers are undertaken in accordance with KCSIE 2026, DBS requirements and relevant legislation. Particular consideration must be given to residential visits, repeated volunteering arrangements, instructional activities and overnight supervision.
- ensure all accidents and emergencies are dealt with and reported;
- ensure all relevant insurance cover is in place;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by:
    - monitoring learning and teaching through observing lessons
    - monitoring planning and assessment
    - speaking with pupils, school personnel, parents and governors
    - reporting to the Governance committee on the success and development of this policy.

17.4.The responsibilities of the Educational Visits Co-ordinator:

The coordinator will:

- be competent, experienced and qualified to undertake the role;
- undertake appropriate training in:
    - organising and supervising educational visits
    - Safeguarding and KCSIE updates
    - risk assessment
    - emergency procedures
    - medical and first aid
    - pupil behaviour and discipline
    - supporting pupils with additional learning needs
    - outdoor activities
    - water safety
    - dealing with the media
- ensure that all documentation is in place before the Visit Plan can be authorised by the Principal;

- review the planning, documentation and competence of the Visit Leader before recommending the authorisation of any educational visit;
- Consult the DSL where safeguarding considerations apply.
- Ensure safeguarding controls are reflected within visit planning.
- Consider online safety arrangements.
- Review relevant pupil safeguarding information.
- Ensure residential safeguarding arrangements are implemented where applicable.
- lead the development of this policy throughout the school;
- work closely with the Principal and the nominated governor;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- review and monitor;
- report to the Governance committee on the success and development of this policy.
- Provide an annual educational visits assurance report to the Governance Committee and Trustees detailing:
    - Number of visits undertaken.
    - Number of residential visits.
    - Accidents and incidents.
    - Safeguarding concerns arising from visits.
    - Near misses.
    - Staff training compliance.
    - Lessons learned.
    - Recommended improvements and actions.

- Ensure parents are informed of educational visits and have given consent.

17.5. The Responsibilities of the Visit Leader:

Visit Leaders will obtain the following information before any visit is authorised:

- a Risk Assessment(s) based on a pre-visit;
- the nature, purpose and length of the visit;
- accommodation details;
- the year group and pupil numbers;
- pupil names;
- contact details;
- emergency contact details;
- parent consent forms;
- medical records;
- the number of adults; who they are and ensure their training is up to date and in line with this policy
- Disclosure and Barring Service checks of parent helpers;

- adult pupil ratio;
- insurance;
- costings of the visit;
- coach firm and contact details;
- travel arrangements;
- itinerary of visit;
- medical and first aid;
- school mobile phone;
- emergency procedures.

17.6. Role of other supervising adults:

The visit leader will ensure that all supervising adults:

- All supervising adults are expected to conduct ongoing/dynamic risk assessment during the trip if conditions change
- are trained in supervisory procedures for educational visits
- are aware of their safeguarding responsibilities
- understand procedures for reporting safeguarding concerns during educational visits.
- Be aware of child-on-child abuse indicators.
- Be aware of online safety concerns.
- Follow KCSIE expectations regarding conduct and professional boundaries.
- have read this policy
- have been allocated a group of named pupils
- have been given pupil information
- implement the school's equalities policy
- attend appropriate training sessions;
- Know how to report any concerns they have on any aspect of the school community.

17.7. The responsibilities of pupils: (supported by staff)

- Following instructions from staff while on school trips.
- Keeping pride in their presentation, understanding that they are representing the school whilst on an education trip.
- Ensuring that, during visits to outdoor spaces, they keep the area tidy and free from litter.
- Behaving in a manner which matches the ethos of the school, and for following the behaviour rules set out in the school's Behavioural Policy with regards to this policy.
- To follow the schools code of conduct

17.8. Competence to Lead

The competence of the visit leader is the single most important contributory factor in the safety of participants. The EVC and/or Principal must therefore

consider the following when assessing the competence of a member of staff to lead a visit:

- What experience has the leader in leading or accompanying similar or other visits?
- Is the leader competent in planning and managing visits?
- What are the leader's reasons for undertaking the visit?
- Is the leader an employee of the local authority / school?
- Does the leader have the ability to manage the pastoral welfare of participants?
- Does the leader exhibit sound decision making abilities?
- What experience has the leader of the participants he/she intends to supervise?
- What experience has the leader of the environment and geographical area chosen?
- Does the leader possess appropriate qualifications?
- If appropriate, what is the leader's personal level of skill in the activity, and fitness level?
- If leading adventurous activities, has this been 'approved' by the LA?
- Is the leader aware of all relevant guidelines and able to act on these?

18. Training

18.1. All staff participating in educational visits must have read KCSIE Part One and completed safeguarding training appropriate to their role.

18.2. Educational visits training should include safeguarding during off-site activities, online safety, child-on-child abuse, contextual safeguarding and emergency response.

18.3. The Educational Visits Co-Ordinator (EVC) will:

- undertake training organised by the Local Authority (refreshed at least every three years);
- train all Visit Leaders and volunteer helpers
- ensure all staff have equal chances of training, career development and promotion;
- ensure all staff are kept up to date with new information and guide lines concerning equal opportunities.
- Ensure all staff have received the appropriate safeguarding training.
- Ensure staff are aware of linked policies.

19. Equality Impact statement

19.1. In application of this policy we strive to make educational visits relevant and accessible to all pupils regardless of age, culture, disability, gender, sexual orientation, religion or social class. The extra-curricular trips and activities

offered to pupils will provide new experiences and develop life skills that reflect the multicultural society in which we live. The organisation, staffing risk assessment and approach will enable all pupils to have equal opportunities to participate in educational visits. Visits must be age and developmentally appropriate. The nature of autism means pupils mature at different rates and that pupils will only benefit from learning about concepts for which they are developmentally ready.

19.2. Reasonable adjustments will be considered to ensure that all pupils can safely access educational visits and outdoor learning opportunities. This may include sensory regulation support, communication adaptations, individual staffing arrangements, social stories, transport planning and environmental adjustments.

20.Evaluation of policy

20.1. The Executive Team will review this policy annually, unless new guidance is made available or circumstances change.

21. The legal framework

21.1. This policy has been created with regard to relevant legislation including, but not limited to:

- Children Act 1989
- Children Act 2004
- Data Protection Act 2018
- UK GDPR
- Human Rights Act 1998
- Employers Liability (Compulsory Insurance) Act 1969
- Health and Safety at Work Act 1974
- Special Educational Needs and Disability Act 2001
- Equality Act 2010
- Adventure Activities Licensing Regulations 1996
- Management of Health and Safety at Work Regulations 1999
- Education (School Premises) Regulations 1999
- Health and Safety (Miscellaneous Amendments) Regulations 2002
- School Premises (England) Regulations 2012

21.2. This policy has also been created with due regard to the following guidance:

- DfE (2018) 'Charging for school activities'
- DfE (2018) 'Health and safety on educational visits'
- HSE (2011) 'School trips and outdoor learning activities'
- DfE (2013) 'Driving school minibuses'
- Equality Act 2010: Advice for Schools (DfE)
- Working Together to Safeguard Children 2026

- Keeping Children Safe in Education 2026

21.3. The school will follow the most current versions of statutory and non-statutory guidance in force at the time of the visit.

22. Related policies

22.1. It is important that this policy and the procedures therein are considered alongside Liberty Academy Trust policies, local authority and Government policies and guidance including (but not limited to):

- Safeguarding
- Health and Safety
- Behaviour
- Complaints
- Equal opportunities policy
- Business continuity plans.
- Charging and remission policy

Definitions

LGC – Local Governance Committee
TMB – Transformation Management Board
LA – Local authority
IN LOCO PARENTIS - the group leader of any school trip or educational visit has a duty of care over the pupils in place of a parent.
SCHOOL TRIP - any educational visit, foreign exchange trip, away-day or residential holiday organised by the school which takes pupils and staff members off-site.
RESIDENTIAL- any school trip which includes an overnight stay.
ACTIVITIES OF AN 'ADVENTUROUS NATURE' include, but are not limited to, the following: Trekking, Caving, Skiing, Water sports, Climbing
EVC – Educational Visit Co-ordinator