

Manchester Communication Academy

Educational Visits



with you, for you, about you.

This document has been approved for operation within	
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Date of Trustee Approval	
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Person Responsible for Policy	
Owner	Manchester Communication Academy
Signature of Approval	

Introduction

We believe that educational visits are an integral part of the entitlement of every pupil 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 us a supportive and effective learning environment. The benefits to pupils 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. Pupils 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 pupils 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.

This policy will help us conduct educational visits in a safe and well-structured manner, giving our pupils and staff the best experience possible.

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, we use EVOLVE. The web-based planning, notification, approval, monitoring and communication system for all off-site activities.

All staff are required to plan and execute visits in line with school policy (ie this document). Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

Clarification of roles

Visit leaders are responsible for the planning of their visits, and for entering these on EVOLVE. They should obtain outline permission for a visit from the 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. Our expectations are that visit leaders are both competent and confident in leading a visit.

The Educational Visits Coordinator (EVC) is Andrew Woolley, who will support and challenge colleagues over visits and learning outside the classroom activities. The EVC is the first point of contact for advice on visit related matters, and will check final visit plans on EVOLVE. The EVC sets up and manages the staff accounts on EVOLVE, and uploads generic school documents, etc.

Procedural requirements

Visits can be categorised into three categories, these are:

Category A

These are activities that present no significant risks. They should be supervised by a teacher who has been assessed as competent by the EVC, where appropriate, to lead the activity. Examples include walking in parks, field studies in environments presenting no technical hazards or low risk sports competitions.

Category B

These comprise some higher-risk or higher-profile activities. Safe supervision requires that the Group Leader should as a minimum, have undergone familiarisation specific to the activity and / or the location. The Group Leader will have to be approved as suitably competent by the EVC, and hold any necessary qualification/award. Examples include; walking in non-remote country, camping or cycling on roads.

Category C

This is the most demanding category. It includes all those activities that if not school-led, would be in the scope of the Adventure Activities Licensing Regulations 1996. In the case of sports, where safe supervision requires the leader to complete some prior test of his/her specific competence, such testing might include a recognised course of training, the recorded accumulation of relevant experience or an assessment of competence by

an appropriate body.

Parental Consent

It is essential that parents are sent letters with information regarding the visit which must include details, time of visit and return, location, any specific requirements and to remind parents to ensure medical information is up to date (this list is not exhaustive).

Category B and C visits must have specific consent and up to date medical information from parents for children to participate.

Approval

For Category A visits the group leader should request permission to lead no later than 14 days before the trip takes place. Information should be inputted onto EVOLVE within this time frame.

Section 7 Risk management and risk benefit determines whether a generic risk assessment is sufficient or if a visit specific risk assessment needs to be conducted.

For Category B/C visits, the group leader should request permission no later than 6 weeks before the trips take place. Information should be inputted onto EVOLVE within this time frame. Visit specific risk assessments must be conducted for these visits.

Evaluation

All trips must be evaluated, no later than 4 weeks after return. This should be done on EVOLVE by the group leader.

Monitoring

The EVC has the responsibility of monitoring visits to ensure that

- Visits and activities are carried out safely and effectively and in line with this policy and procedure
- Relevant policies and procedures are reviewed and updated to remain current and in line with good practice
- Staff have easy access to this school policy
- Staff have access to relevant training that supports the implementation of this policy
- The school keep proper records

Induction, training, apprenticeship, succession planning

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 EVC 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 pupils, the venue, and the activities to be undertaken
- Any member of staff leading a residential or self-led adventurous activity must have attend visit leader training

6. Risk management and risk-benefit assessment Risk

Assessments

We understand that in order to deliver safe visits comprehensive risk assessments need to take place. For a number of visits, generic risk assessments are suitable for safe trips. Generic risk assessments are developed by the EVC and are reviewed every year. They are kept for a minimum of 3 years. These generic risk assessments are stored on EVOLVE.

For all category B and C trips, event specific risk assessments must be completed and attached to the EVOLVE form.

Ratios

Activity and Visit Leaders must ensure that young people are supervised in accordance with the principles of "Effective Supervision", requiring them to take account of:

- The nature of the activity (including its duration)
- The location and environment in which the activity is to take place
- The age and gender (including developmental age) of the young people to be supervised
- The ability of the young people (including their behavioural, medical, emotional and educational needs)
- Staff competence
- Distance

Our starting point for minimum ratios are as follows:

Category A (minimum of 2 staff): Y7 onwards

Category B (minimum of x 2/3 staff): Y7 onwards

Category C (minimum of x 3 staff): Y7 onwards

In order to determine the actual number of staff needed we will use the framework described through SAGE

- **Staffing:** who is needed/available? The plan must work within the limits of available numbers, abilities and experience
- **Activities to be undertaken:** what do you want the group to do and what is possible?
- **Group characteristics:** prior experience, abilities, behaviour and maturity, any specific or medical/dietary needs
- **Environment:** indoors or out; a public space or restricted access; urban, rural or remote; quiet or crowded; within the establishment grounds, close to the establishment or at a distance; and the ease of communications between the group and base. Do not overlook environments to be passed through between venues. For residential visits consider the accommodation and surrounding area. For outdoor environments, consider remoteness, the impact of weather, water levels and ground conditions
- **Distance:** how far is the activity away from school or Homebase?

Volunteers

In order for us to support our students on school visits we use a range of different volunteers. These volunteers must comply with our school safeguarding policy.

Responsibility will be delegated to them by the visit leader. They must be sufficiently competent and confident to carry out their responsibilities. The level of competence and the thoroughness of the engagement process depend upon the role that the volunteer is to take, and the degree to which they will be working independently or under supervision. Where they are working independently it should be to the same standard as would be expected of an employee or contractor taking on the role.

Emergency procedures and incident reporting

For all trips taking place outside of school time, two emergency contacts must be inputted on to EVOLVE.

Visit leaders and deputy leaders should have access to the emergency contact details, EVOLVE form, parents contact details and children's medical/behavioural details.

Behaviour

As a school we expect all children to behave to the standards described in our code of conduct.

Before any residential, parents are made aware of consequences of breaking the school code of conduct. This may include parents being asked to remove a child in prescribed circumstances

Inclusion

We are a fully inclusive school and believe in the following principles:

- A presumption of entitlement to participate
- Accessibility through direct or realistic adaptation or modification
- Integration through participation with peers

Insurance

We are covered by the **NEEDS OUR SCHOOL INSURERS NAME**

Check list before you organise a trip Trips and visits- procedures

If you want to organise a trip or visit, please follow the steps as stated below:

1. Read the trips and visits policy thoroughly if you are not already familiar with it.
2. Discuss your proposed trip/visit with your Line Manager.
3. Gain authorisation from Andrew Woolley with regards to the date of absence and any additional staff needed for the trip. This needs to be approved before you can go any further.
4. You will then need to meet with your line manager to discuss costings/funding for trip.
5. Once approved, complete your letter for parent/carers which the EVC needs to authorise before it is sent out.
6. Inform Andrew Woolley (EVC coordinator) of the trip and date by email.
7. In your letter to parents/carers, you must state, if there is a cost to the trip that the payment needs to be made by a specified date. Staff are not to take any monies from students all money should be taken at reception. It is essential that parents/carers receive the following information in the letter-details of trip/visit, leaving time and return time, location, any specific requirements and parents/carers must be reminded that the medical information is up to date
8. Complete the form on Evolve. This will require the following:-
 - Trip type and purpose (hazardous/residential/non-residential)
 - Destination
 - Travel arrangements and contact details
 - Risk assessments-
 - First aid provision
 - Letter to parents including any medical and additional needs
 - Staff members with correct ratio (see below)
 - Emergency contacts
 - All students you are planning to take
 - Insurance- if it is a residential through a company seek advice through the provider. If it is hazardous check with EVC

*For a non-residential trip there is a minimum requirement of 7 days notice.

*For a trip that is deemed as hazardous e.g. ice-skating, theme parks and field trips, there is a minimum requirement of 28 days notice.

*At least 28 days notice is needed for any residential.

The Attendance team and the Admin office need to have a list of students that will be off site prior to the trip. Please ensure that if you have a break/lunch duty on the day you are off site that you arrange cover.

Once you have submitted the form you must wait for approval. Andrew Woolley will quality

assure the trip/visit. You will receive an email to log on and see the status of your trip/visit. Once this is completed and authorised you will receive an email to conform the trip has been approved on Evolve.

Ratios- always a minimum of two staff required (Residential is a minimum of three)

- a. Local Visits/Visits in the local area close to support at school/base (minimum of two supervisors required except under exceptional circumstances) Years 7-13 1:15 (one supervisor per activity or supervision group)
- b. Day Visits more than 60 miles or one hour from school/base (minimum of two supervisors required) Years 7-13 1:15 (one supervisor per activity or supervision group)
- c. Residential Visit, UK or abroad (minimum of three supervisors required) Years 7-13 1:10 (one supervisor per activity or supervision group, these do not include any centre residential staff)
- d. Open Country/Working by water or away from a road or building Years 7-13 1:15 (one supervisor per activity or supervision group)