

Educational Visits Policy and SOP

Mandatory Read for school.



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Policy

1 Purpose and Objectives

This aim of educational visit policy is to define the policy and procedures to allow all pupils to encounter safe and enriched experiences that are unavailable in the classroom. It offers real-world opportunities to community life allowing pupils to thrive & flourish in their learning.

The objectives of the policy and this procedure are to:

- Establish and assign clear accountability from the planning through to the educational visit and evaluating trip/visit.
- Support educational professionals to meet the needs and EHCP objectives for the children and young people.
- Ensure that all colleagues are aware of their individual responsibilities for each stage of the educational visit.
- Comply with regulations outlined in DfE health and safety on educational visits 2018
- Manage the risk of the educational visit being proportionate and sensible, focusing on how to manage genuine risk.

Relevant laws and regulations include but are not limited to:

- Learning Outside the Classroom Quality Badge

2 Scope

This policy applies to:

- All colleagues across The Children's Trust school

3 Definitions

Unless otherwise stated, the words or expressions contained in this document shall have the following meaning:

TCT	The Children's Trust
TCT SCH	The Children's Trust School
SOP	Standard Operating Procedure
CYP	Children and Young People
Routine internal visit	Educational lessons in a different TCT location/grounds
External educational visit	Educational trips that need a risk assessment and extra planning
EHCP	Education, Health, Care plan
EVO	Education Visits Co-ordinator
DSL	Designated safeguard Lead
MTP	Medium Term Planning

4. Stakeholder Consultation

Appendix 1 details the stakeholders who were consulted in the development of this policy and SOP

5. Related Policies and Procedures

The following policies and procedures stated below support the effective application of this policy and SOP:

- Child Protection and Safeguarding Policy and associated SOPs
- The Children's Trust Outings Policy & SOP 2021
- Missing Children Guideline policy & SOP 2022
- TCT Transport Policy

1. External References and Guidance

The following external resources and guidance were consulted in drafting this policy and SOP:

- Supporting people with profound and multiple learning disabilities Core & Essential Service Standards
- DfE Health and Safety on Educational Visits 2018
- Keeping Children safe in Education 2022
- Working Together to safeguard Children 2018

Standard Operating Procedures (SOP)

1 Roles and responsibilities

- **Headteacher / Chair of Governors**
 - The Head Teacher takes ultimate responsibility for all educational visits in conjunction with the Chair of Governors
 - Ensure all school educational visits are available to all who wish to participate irrespective of gender, religion, ethnicity, medical need or physical ability.
 - Ensure appropriate insurance arrangements are in place.
- **Headteacher / Deputy Headteacher (EVC)**
 - Give approval for local and day educational visits.
 - Ensure that all staff (including volunteers) are appropriately trained, experienced and briefed. (Includes emergency protocols / first aid / medication/ child protection & safeguarding)

- Ensure that the visit is appropriate for the suggested group of pupils and has educational value.
 - Ensure that all appropriate risk assessments have been undertaken and all relevant paperwork is completed & signed prior to visit.
 - Acts as the contact point for the school on any issue.
- **Group Leader (Teacher / Senior STA)**
 - Through school planning (MTP) identify rationale for visit
 - Take overall responsibility for planning and organising the educational visit.
 - Collect parental consent (if required)
 - Complete required risks assessments and note any contingency plans. (Includes IRAR risk assessment –School Education A (one week prior to visit / B on day of visit or onsite education visit – appendices 2-4)
 - Take overall charge of staff, volunteers and pupils during the visit.
 - All staff are up to date with the child’s care plan (medical / behavioural / individual risk assessments)
 - During visit have access (by phone) to school contacts (Headteacher / deputy head/ school Lead Nurse/ DSL)
 - Contact the school in the event of any emergency or problem to obtain further advice.
 - Capture evidence from educational visit video / photo (for those with consent)
 - Record attendance
 - Ensure CYP have appropriate clothing
 - Evaluate visit to inform future planning.
- **School Nurse**
 - In collaboration with group leader ensure the child has the equipment, staff with required competencies for the educational visit. This includes: -
 - Adequate supplies for personal care needs
 - All relevant medication and emergency medication along with the most recent copies of the drug charts and emergency protocols
 - A copy of the up to date, relevant, Emergency transfer letter
- **TCT Transport**
 - TCT Trust vehicles and ensuring the vehicles are maintained.
- **Driver**
 - Transporting passengers safely.
 - Pass The Children’s Trust’s ‘Driver the Trust’s Vehicles’ and ‘vehicle safety equipment training’.
 - Completed Occupational Health medical to drive a Children’s Trust Vehicle
 - All chairs and car seats are securely clamped.
 - Operating the tail lift when loading and unloading
 - Park with the blue disability badge displayed correctly.
 - Maintain vehicle cleanliness.
 - Report any incidents or concerns about the vehicle to transport team.

2. Process/ Procedure – onsite educational visit

1. Use onsite location/environments to ensure each visit has clear education objectives which are appropriate to the children and young people.
2. Identify visit on medium- and short-term plans.
3. Complete onsite checklist – appendix 2
4. Leave via front entrance of building with walkie talkie.
5. Record learning outcomes / consider informing families via class DOJO.

6. Process/ Procedure – offsite educational visit

1. 6 weeks + before visit

- Research suitable educational visit to ensure each visit has clear educational objectives which are appropriate to the children and young people.
- Identify educational visit on medium term plan with any financial costs.

2. 4 weeks before visit

- Complete IRAR risk assessment (master OUTM001 updated with specific detail)
- Check transport needs of individuals.
- Seek approval for visit (includes approval on IRAR risk assessment) from the Head teacher or Deputy Head (EVO)
- Book transport (may include volunteer driver)
- Obtain necessary consent for the visit
- Communicate information in school/house diaries.
- Order food and inform the school lunchtime co-ordinator
- Work with the school nurse team to ensure child has equipment, staff with required competencies for the visit.

3. 1 weeks before visit

- Complete the School Educational visit form section A
- Seek approval signature for section A – appendix 3

4. Day of visit

- Complete the School Educational visit form section B
- Seek approval signature for section B – appendix 4
- Leave section B at school reception.

5. After visit

- Any incident to be reported to the Headteacher/DSL and recorded on an IRAR
- Record educational outcomes/ impact of visit.
- Evaluate educational visit to inform future planning.

Document Change Control

Version	Status	Description (of changes)	Reviewed by	Reviewed/ Issued Date
0.1	Draft	Education visit extracted from Trust Outings Policy to meet the education requirements	Launa Randles	Jan 2023
0.2	Draft	Included reference to Transport Policy	Mark Davies	Feb 2023
1.0	Final	Approved	EGC	March 2023

Appendix 1 – Stakeholder Engagement Checklist

Review and complete the following checklist to indicate which stakeholders were consulted in the development of this policy.

#	Question	Yes/ No	Stakeholder(s) to be consulted
1	Is there a statutory requirement to have in place this particular policy/ does the policy need to comply with detailed legislation?	Y	DfE guidance
2	Is implementation of the policy (or any element of it) dependent on the use of new or existing information technology?	N	
3	Does implementation of the policy (or any element of it) place any demands on/ or affect the activities of the Estates and Facilities teams (e.g. does it impact the provision or maintenance of premises, equipment, vehicles or other TCT assets)?	Y	Transport
4	Does implementation of the policy or any element of it involve/ impact the processing of personal data?	N	
5	Does implementation of the policy require significant unbudgeted operational or capital expenditure?	N	
6	Does implementation of the policy (or any element of it) directly or indirectly impact on the delivery of services / activities in other areas of the organisation? E.g. a policy written by a clinical lead in CF&S might impact on the delivery of care for CYP attending the School.	Y	Play team. Therapy
7	Is there a need to consider Health and Safety or potential environmental impacts in developing and implementing the policy?	Y	Health and Safety Manager
8	Have you consulted with a representative of those who will be directly impacted by the policy?	Y	
9	Is there a need to consider Equity, Diversity and Inclusion in developing and implementing the policy?	N	Statement is within policy
10	Is there a need to consider sustainability and potential environmental impacts in developing and implementing the policy?	Y	Captured on risk assessment
11	Please detail any other stakeholder groups consulted, if applicable.	Y	School Nurse team / teachers / enrichment leads

Appendix 2 Onsite – education visit

ON SITE EDUCATIONAL / VISIT IF YOU ARE LEAVING FOR AN ACTIVITY IN THE TRUST GROUNDS THIS FORM MUST BE COMPLETED AND LEFT WITH JENNIE MOODY PRIOR TO DEPARTURE	All boxes below must be marked 'Yes' / be completed for visit to commence
Time / Date Purpose of visit? <input type="checkbox"/> Date _____ Time out / in _____ <input type="checkbox"/> Aims of the visit are clear	
Where and when do you intend to go? <input type="checkbox"/> Venue and time (please state the local vicinity in box)	
Risk Assessment? <input type="checkbox"/> There is a risk assessment in place that detail risks and safety measures?	Generic available on IRAR
Staffing <input type="checkbox"/> Staffing numbers are adequate (please record ratio in box) <input type="checkbox"/> Please adhere to social distancing rules while outside	
Clothing and Equipment <input type="checkbox"/> Clothing and equipment are appropriate to the activities and location <input type="checkbox"/> Have you packed clinell wipes to wipe surfaces and objects used. <input type="checkbox"/> Please continue to wear PPE as specified in guidance.	
Medical arrangements <input type="checkbox"/> Care plans are being taken for all pupils	
Medical arrangements <input type="checkbox"/> There is at least 1 staff member trained to administer Midazolam (Write staff members name in the shaded green box)	
Medical arrangements <input type="checkbox"/> The Midazolam has been collected from the nurses (Write staff members name in shaded yellow box & get nurse to sign)	
Emergency procedures, contacts and communication <input type="checkbox"/> Staff know emergency procedures	
Emergency contact <input type="checkbox"/> A member of staff has collected the mobile phone (please write staff members name who has collected and who will be responsible for contacting the school)	Collect mobile phone from reception
Senior Leadership Team Member <input type="checkbox"/> Please get SLT member who has approved visit to sign the shaded blue box	Signed:

Class:

Class teacher / staff member responsible:

Appendix 4 – on day of visit

(B) The Children’s Trust Educational Visit – on day of visit

Area for evidence sheet: <u>ECM</u> – highlight relevant Healthy life, <u>Safety</u> , <u>Enjoyment</u> , <u>Positive contribution (community)</u> , Economic Wellbeing		Initial request authorized:	Initial	Date
Area for evidence sheet: <u>CC</u> – highlight relevant School, Local, National, European, Global		Trip Organiser		
Reason for visit: Add curriculum links <u>Participation</u> , <u>Community Involvement</u> , <u>Individual learning targets</u> , leisure		Mel/Launa/Maz/Katy		
Date: _____				
Description of visit: _____				
What is the group name? _____				
Name & address of visit? _____				
Who is involved in the visit?				
<u>Pupils</u>	<u>Adults</u>	<u>P = permanent</u> <u>V = volunteer</u> <u>A = agency</u>		
			Total	
Whilst you are on the visit, will the staffing levels change? _____				
If your whole class is not involved in the visit what arrangements have been made? _____				
Start of visit	_____	End of visit	_____	
Have you confirmed travel arrangements? _____				
Have you all money that you will need and has a contribution form been submitted to house? _____				
Have you confirmed lunch arrangements? _____				
Have you informed the Care Team, Specialist Subject Teachers, Therapy Team, Nursing Team, Music Teachers Individual 1:1 staff? _____				
Have you received all parental consent forms? And has head of dept / unit seen them? _____				
Completed risk assessment shown to <u>SMT</u> (EV organiser is Maz Hanlon) _____				
Mobile Phone Number: _____				
Physical / Medical needs and arrangements needed to support the visit / visitors: <u>e.g.</u> hoist, medication, accessibility of venue for client group, specialist diet requirements, and personal hygiene requirements. _____				
If you have changed any details or you will be using different support staff to that mentioned in part (A), have you discussed the changes with Head/deputy/staff in school organiser.				None expected

Please ADD learning from the experience to the student's dojo