

Educational trips and visits Policy.VI.5

<u>Last reviewed:</u>	<u>August 2025</u>
<u>Next review date:</u>	<u>August 2026</u>
<u>Written by:</u>	<u>Jadie Wardle</u>

1. Context

We believe that educational visits are an integral part of the curriculum and learning experience for every student at **Clover Learning Community**, particularly for the catchment of students we serve who may not have some of the experiences if we did not provide them. Appropriately planned visits enhance learning and improve attainment, and so form a key part of what makes Clover Learning Community a supportive and effective learning environment. The benefits to students 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 practising 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. Students 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.

Our priority at **Clover Learning Community** is to ensure that all visits are safe, educational and enjoyable.

2. Application

Any visit that leaves the learning community's grounds is covered by this policy, whether as part of the curriculum, during the learning day, or outside the normal learning day.

All staff are required to plan and execute visits in line with this policy and National Guidelines. Staff should be familiar with the roles and responsibilities outlined within the guidance and agree to adhere by them. All planned visits will have a thorough risk assessment drawn up in advance of the visit. This risk assessment will be shared with commissioners prior to the visit taking place.

As in a normal day on site, staff are in the role of in loco parentis whilst supervising students on educational visits.

3. Types of Visit & Approval

There are three 'types' of visit:

- Visits/activities within the 'Clover Learning Community area/premises' that are part of the normal curriculum and take place during the normal learning day.
- Other non-residential visits within the UK that do not involve an adventurous activity, e.g. visits to museums, farms, theme parks, theatres, etc. (These are entered on EVOLVE by the visit leader and submitted to the EVL (Educational Visits Lead) for checking. The EVL then submits to the Head of Centre for approval.)
- Visits that are overseas, residential, or involve an adventurous activity. These follow point 2 above, but the Head then submits the visit to the LA for approval. (Clover Learning Community will not be running any of these types of educational visits.)

Provision sleepovers: Any provision facility used for sleeping must be equipped with an automatic fire alarm system with smoke alarms. There should be a meeting with parents to inform of the plan so they feel comfortable and well informed. During the sleepover the EVL must accompany the lead of the trip. There must also be one paediatric first aider due to Health and Safety. (Clover Learning Community will not have sleepovers.)

The Head of Centre has responsibility for authorising all visits, and for submitting those that are overseas, residential or adventurous to the provision's insurers to gain approval.

The board of directors will approve the Educational Visits policy and will ensure it is reviewed annually. They will also approve residential visits.

The Local Authority – we adhere to the guidance issued by the LA and will use EVOLVE for all visits that are either overseas, residential, and/or involve an adventurous activity.

5. Emergency procedures

A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the visit leadership team.

Clover Learning Community has an emergency plan in place to deal with a critical incident during a visit. All staff on visits are familiar with this plan and it is tested biannually and following any major staffing changes.

When an incident overwhelms the establishment's emergency response capability, or where it involves serious injury or fatality, or where it is likely to attract media attention then assistance will be sought from the LA's Critical Incident teams.

6. Food

Where applicable, Clover Learning Community will provide a packed lunch for students or make arrangements for local food provision. This will be provided by a reputable local food provider. Students should either order a packed lunch or bring their own. No nuts should be included in packed lunches. No fizzy drinks should be included. Food should not be shared with other children due to health and safety and allergies.

7. Supervision

The trip leader must not have his or her own group of students. It is important to have a sufficient ratio of adult supervisors to students. The following ratio of adults to students should be used:

1:5 (though this will be a smaller ratio of students depending on students' behavioural needs)

Some of our students may require specialist support 1:1 (i.e. students with Special Educational Needs). With this in mind, all trips require necessary risk assessments to be completed and approved. This also applies to other vulnerable pupils who have individual risk assessments in place. Whatever the length and nature of the visit, regular head counting of students should take

place. The visit leader should establish rendezvous points and tell adults, groups and students what to do if they become separated from the party.

Additional support:

- Parent helpers are welcome on educational visits and will attend a briefing with the trip leader before the visit.
- Helpers who are not DBS checked will not be alone with children and must be guided by staff at all times.
- All parent volunteers to be given the necessary information by the trip leader to ensure they know what their roles and responsibilities are during any visit.

8. Mobile phones and social network

Under no circumstances should any adult use their mobile phone to take photographs or make phone calls.

No photos should be posted on social media such as 'Facebook' and 'Twitter' and instant messaging services such as 'WhatsApp'.

Only the trip leader and learning mentors will have their phones switched on to communicate with each other or the school/commissioner or in case of any emergency.

Any information about a student should only be passed onto the student's parent or guardian through the learning mentor or head of centre.

If you need to make an emergency call please speak to the trip leader who will support you in any way possible.

9. Missing person procedure

If a student goes missing on a provision visit, the following procedure will be followed:

- An immediate head count would be carried out in order to ensure all other students were present
- An adult (staff member) would search the immediate vicinity
- The head of centre and Designated Safeguarding Lead (DSL) would be informed by phone
- The Head of Centre / DSL would inform the student's parents/ carers, explain what has happened and what steps have been set in motion; and, if possible, ask the parent to come to the venue
- Contact the venue manager and arrange a search
- Contact the police
- The DSL will inform the commissioner and the LADO
- Clover Learning Community would cooperate fully with any police investigation and any safeguarding investigation by the local authority
- The provision's insurers will be informed
- (If the student is seriously injured) a report would be made under RIDDOR to the Health and Safety Executive (HSE)

A full record of all activities taken up to the stage at which the child was found would be made for the incident report. Clover Learning Community will review its procedures and, if appropriate, these would be adjusted.

10. First Aid

First Aid provision should be considered when assessing the risks of the visit. For most trips, a member of staff with a good working knowledge of first aid will be adequate. A decision based on the risks and students involved should be made for each visit.

For adventurous activities, there should be at least one trained first-aider in the group.

11. Parental Consent

Parents should be given information about the purpose and details of the visit at least two weeks in advance. Consent is not required for activities within the Clover Learning Community Area that are part of the normal curriculum during normal learning time.

Specific, (i.e. one-off), parental consent must be obtained for all visits. The visits must include sufficient information, which must be made available to parents- via letters, meetings, etc. so that consent is given on a 'fully informed' basis.

12. Inclusion

Under the Equality Act 2010, it is unlawful to discriminate against disabled participants because of their disability, without material or substantial justification. You are required to make reasonable adjustments to avoid participants being placed at a substantial disadvantage. However, the Equality Act does not require responsible bodies to place employees or participants at inappropriate risk if a health and safety issue arises. It is also the case that the adjustments made to include a disabled young person should not impinge unduly on the planned purpose of the activity.

At **Clover Learning Community** we will not exclude students with special educational or medical needs from educational visits. Every effort will be made to support them whilst maintaining the safety of everyone on the visit. Special attention will be given to appropriate supervision ratios and additional safety measures may need to be addressed at the planning stage.

We will work with commissioners and families to find ways so that all students can attend educational visits.

13. Farm/Animal Visits

Staff should ensure that the intended outcomes of the activity are balanced with all reasonably practicable safety precautions.

Refer to EVOLVE National Library: 'Preventing or controlling ill health from animal contact at visitor attractions- Advice to Teachers' and associated documents. Refer to: Farming & Countryside Education: www.face-online.org.uk

'Farm Visits' in National Guidance www.oeapng.info

14. General visits

Clover Learning Community use the immediate local area (country lanes, parks and village shops) as an extended learning environment. Details of this, and its general risk assessment, and referred to in our site risk assessment.

These visits/activities:

- * Do not require parental consent
- * Do not normally need additional risk assessments/notes

15. Charging/funding for visits

Day Trips

Parents will also be asked for a voluntary contribution. Learning mentors need to ensure they plan for trips with their teams but make sure they only pay for one if need be.

16. Transport

Travelling on public transport

When travelling on via public transport the leader must contact a member of staff at the station to inform them that they are on a provision trip and ask to escort them to the correct platform and to inform them of their destination. Leaders must ensure all students and staff are on the public transport and board once it is safe. Once the students have boarded the transport they must be seated wherever possible, all staff and volunteers to give priority to the students. If at any point, whilst using the transport, a group of students are left behind with an adult- the rest of the staff and students on board must get off at the next station and wait until the leader arrives. The leader must inform the provision immediately or whenever possible.

Use of staff cars to transport pupils

Only those staff with appropriate business insurance can do this and there must be 2 members of staff at all times. Staff will sit in the front of the vehicle and students must be seated in the back of the vehicle. Staff must maintain professional boundaries at all times during the transportation process.

17. Insurance

The provision will hold insurance for trips. For adventurous trips or trips abroad or residential, the provision will ensure that sufficient insurance is in place.

18. Links with other policies

This health and safety policy links to the following policies:

- Health and Safety Policy
- Fire Safety
- Supporting pupils with medical conditions
- Accessibility plan

Appendix 1

HEALTH AND SAFETY DOCUMENTS, GUIDANCE AND INFORMATION CIRCULATION FORM

The attached document has been received / issued by Clover Learning Community and must be read by all staff members. The Health and Safety At Work etc Act 1974, requires staff members to co-operate with the employer and others on safety matters. It is a policy of the Board of Governors that all health and safety guidance relevant to members of staff, will be made available and read by them.

Would you therefore please sign and date the circulation list to indicate that you have read the attached document.

Name	Designation	Signature	Date