



Educational Visits Policy

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2. Version control

Date	Version	Revision	Owner
14/02/2019	1.0	New Policy	Future Generation Trust Policy
20/04/2021	2.0	Policy Review and Update	Future Generation Trust Policy
28/06/2022	3.0	Amendment to transport section to clarify requirements for drivers of minibuses' and private vehicles.	Future Generation Trust Policy

3. Introduction

Future Generation Trust (FGT) acknowledges the great value of Educational Visits (Learning Outside the Classroom) in broadening and enhancing both the learning and social experience of pupils. Appropriately planned visits enhance learning and improve attainment, and so form a key part of what makes our academies supportive and effective learning environments. The purpose of this policy is to ensure that all visits which take place are safe, educational and enjoyable.

Educational Visits benefit young people in many ways, including:

- Providing exciting, memorable experiences which bring learning to life and inspire awe and wonder;
- Complementing the curriculum by providing experiential (first hand) learning experiences;
- Developing independence and life skills, including the ability to assess and manage risks safely;
- Providing pupils with experiences which they might otherwise not have;
- Developing social skills and an awareness of the wider world we live in;
- Developing talents, abilities and interests, which can be motivational and have lifelong relevance.

4. Application

Any visit that leaves the academy 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, FGT academies adopt the following guidance:

- a) [DfE Health and Safety On Educational Visits Nov 2018](#)
- b) Local Authority (LA) document: 'Learning Outside the Classroom (LOtC) Educational Visits' Document (June 2018)
- c) Information provided by Staffordshire County Council on the EVOLVE website:
https://evolve.edufocus.co.uk/evco6/evchome_public.asp?domain=staffordshirevisits.org.uk
- d) Formally adopted Outdoor Education Advisers' Panel 'Employer Guidance' (OEAP) available at www.oeapng.info

All staff are required to plan and execute visits in line with this policy, as well as local and National Guidelines. Staff should be familiar with the roles and responsibilities outlined within the guidance and agree to adhere by them.

Staff planning, leading or attending off-site educational visits are strongly recommended to review the checklists for their role using the checklists provided by the OEAP. These are available in section 3.3 (a-f) of the OEAP guidance.

5. Notification and Approval of Activities and Visits

All matters regarding each visit outside school – feasibility, planning, safety, organisation etc. – will require the prior approval of the Headteacher.

In addition, any European visits will require approval from the Trust Board.

6. Planning a Visit

Visit leaders can find comprehensive guidance on planning a visit in line with OEAP guidance on their website at section 3.3e, please see previous page for the website address.

Internal Procedure

1. Obtain authorisation: Using the Visit authorisation form complete & submit your request for authorisation to proceed. *The visit authorisation form is available on the FGT Intranet.*
 2. Send out the letter to parents informing them of the proposed visit and arrange (if required) with the office to have a written or electronic a) parental consent b) payment of voluntary contributions. Bookings at this stage are provisional. Because of the electronic permission it is recommended to use a short return date. Length of time being given to make any payments needs to be considered. Visits cannot be confirmed until the financial viability has been confirmed i.e. after the voluntary contribution payment deadline.
 3. Log onto EVOLVE and follow the onscreen prompts to record the details of your visit. This should be completed and sent to the EVC for the academy **at least 2 weeks** before a day visit; at least 10 weeks before a residential or 3 months before an overseas visit to allow the EVC time to check the paperwork.
- THE EVC CANNOT APPROVE A TRIP ONLINE until risk assessments and supporting documents have been attached. *If items are missing the form will be rejected and the Visit leader will receive notification to re-submit via email. Sample risk assessment forms are available on the FGT Intranet.*
4. Once approved (it will turn green in the Evolve in-box) print off the summary form, obtainable by clicking the 'view' button, and give to the person you've nominated as the 'Home Contact' for your visit.
 5. Confirm your provisional bookings & inform the kitchen staff if you will be absent for break sales / lunch or if any packed lunches will be required on the day of the visit.

7. On the Day of the Visit

Visit leaders must follow the steps on the Visit Leader Checklist on the day of the visit to ensure protocols are consistently followed. *This checklist can be found on the FGT Intranet.*

Mobile phone(s) should be switched on during the entire visit, including outward and homeward journeys.

'Plan B'

Despite the most detailed pre-visit planning, things can go wrong on the day, e.g. parent helper is unavailable, member of staff is ill, weather is unsuitable, transport fails to arrive, venue have lost booking etc. To avoid having to make important decisions under pressure, it is important that some thinking is done in advance, in order to cater for any foreseeable eventuality. This comprises 'Plan B'.

8. After the Visit

It is important that after each visit an evaluation takes place. Part of this evaluation may involve updating the information on EVOLVE to include any last-minute changes that were made to staffing or the itinerary. This should happen within a week of the visit date and should involve the Visit leader, accompanying staff and, if appropriate the other supervising adults. The purpose of the evaluation is to identify what went well and what could be improved or changed in order to inform future planning.

Copies of all completed risk assessments and any accident forms should be kept on file. The academy should keep a record of any incidents, accidents and near misses so that the academy can effectively evaluate the planning for the visit and learn from any incidents which took place.

9. Risk Management

The risk assessment of an activity should be balanced by the benefits to be gained from participating. The Health and Safety Executive (HSE) endorse this approach through their 'Principles of Sensible Risk Management' and advocate that it is important that people are exposed to well-managed risks so that they learn how to manage risk for themselves.

Risk assessments for educational visits have three levels:

1. Generic activity risk assessments, which are likely to apply to the activity whenever it takes place.
2. Visit/site specific risk assessments, which will differ from place to place and group to group.
3. Ongoing risk assessments that take account of e.g. illness of staff or pupils, changes of weather, availability of preferred activities.

In line with national guidance, **routine visits** involve no more than an everyday level of risk and are covered by the Trust's current policies and procedures. They do not require an educational visits risk assessment; they can be considered as 'lessons in a different classroom' (DfE 2018) and only need a 'little extra planning beyond the educational aspect of the trip'.

Within our academies, when undertaking an activity which usually forms part of the school day the academy will have completed a Generic Risk Assessment. This includes activities such as taking pupils to a local venue which it frequently visits such as a park or place of worship. A regular check to make sure precautions remain suitable is all that is then required.

Visits to the County Outdoor Education Service and School Swimming Service are self-approving and do not require further notification or action.

Other trips will need an educational visit risk assessment, due to the distance from the academy, the type of activity, the location or the need for staff with specialist skills. Sometimes the academy may just need to review its current plans or arrangements that were successful on previous visits. If however, a new activity is planned, then a specific assessment of significant risks must be carried out and completed in writing by the visit leader, with support from the EVC if required. *A risk assessment template can be found on the FGT intranet.*

The person completing the risk assessment should have a good understanding of the risks and be familiar with the activity that is planned. In order to undertake a full and comprehensive assessment of risks, it will be preferable in most cases to undertake a pre-visit. If this is not possible then the use of brochures, websites

and previous knowledge from past visits or other establishments should be considered. Even when the visit is made regularly, risks should be reassessed from time to time.

When undertaking risk assessments, a number of variables need to be taken into account:

- the number of pupils involved;
- the age of the pupils, their sex, ability and general behaviour;
- the previous experience of the group undertaking off-site visits;
- the time of day and time of year;
- the travel arrangements;
- the hazards at the environment being visited;
- the numbers, experience and quality of staff and volunteers;
- the nature of the activities;
- the special educational or medical needs of the pupils;
- the quality and suitability of available equipment;
- seasonal weather conditions;
- emergency procedures;
- how to cope when a pupil becomes unable or unwilling to carry on;
- the need to monitor the risks throughout the visit;
- how to respond in the event of a critical incident.

The results of any risk assessment must be communicated to all staff, participants and pupils. Parts of the risk assessment may also need to be shared with parents where appropriate (for example where pupils have additional needs, medical conditions or behaviour concerns).

10. Provider Assurances

All visits should be thoroughly researched to establish the suitability of the venue and to check that facilities and third party provision will meet group expectations. Such information gathering is essential in assessing the requirements for effective supervision of people and to inform risk management procedures. It is good practice to take full advantage of the nationally accredited, provider assurance schemes that are now available, thus reducing bureaucracy. Examples of such schemes include:

- Learning Outside the Classroom (LOtC) Quality Badge;
- Adventure Activities Licensing Service (AALS) licensing;
- Adventuremark;
- National governing body (NGB) centre approval schemes (applicable where the provision is a single, specialist activity);
- AHOEC Gold Standard.

If they do not fall within this scheme the providers may be asked to complete an EVC1 – Activity Provider Checklist. This should be completed and signed by the provider and added to the EVOLVE visit form. A new EVC1 form is not necessary for each visit as long as the information on the form refers to the activity being carried out. If the provider has not been used within 6 months, then they should be contacted to see if the information on the EVC1 is still correct.

If using a provider for residential accommodation including campsites used for more than one night, then the provider may be asked to complete an EVC2 Accommodation Provider form. The procedures in the previous paragraph apply if the venue is used on subsequent occasions.

11. Consent

The DfE document (2018) states that written consent from parents is not required for children over nursery age for most trips as 'they're part of the curriculum'. Written consent must always be obtained for nursery age children. Written consent is only needed for pupils above nursery age when 'there is a need for a higher level of risk assessment or if the trip is outside of normal school hours.

However, in line with advice from SCC, Future Generation Trust academies will request blanket consent (Appendix E) on entry to the academy to cover any such activities for the duration of the child's time at the academy. Parents will then be kept informed as to the whereabouts of their child at all times and of any extra safety measures required when an activity is due to take place. Written consent will be sought individually for any activities that need a higher level of risk management, which take place outside of school hours and/or which require a monetary contribution.

Parents may exercise their right not to allow their children to take part in a visit. Under these circumstances the academy must make alternative arrangements to educate that child. The refusal of the parent not to allow the pupil to go on the visit does not offer the opportunity for the child to be kept off school for the day.

Full details on parental consent from the OEAP is available at section 4.3d of their guidance.

12. Requirements to Ensure Effective Supervision

The law does not prescribe activity-specific staffing ratios but it does require that the level of supervision and group management is 'effective'.

Effective supervision should be determined by a proper consideration of:

- Age (including the developmental age) of the group.
- Gender and gender issues.
- Ability of the group (including special learning needs, behavioural, medical and vulnerability characteristics etc.).
- Nature and location of the activity (including the type of activity, duration, skill levels involved, as well as the time of year and prevailing conditions).
- Staff experience, competence and First Aid qualification

A useful framework for assessing requirements for ratios and effective supervision is SAGED:

- **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, gender, 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. Consider the implications of current guidance about avoiding infection during an epidemic.
- **Distance:** what distance are you from school or from emergency support if things go wrong? What transportation is required? What methods of communication have you got between groups/ school/ in an emergency?

When calculating ratios for groups, the establishment must ensure that there is sufficient competent staff to effectively supervise the group during all aspects of the visit. Staff from external visit providers should not be included in the supervision ratios as they may not be present for the whole visit.

The graphic below details the minimum requirements of effective supervision for different categories of visit.



All off-site visits, involving transportation, carried out by Future Generation Trust academies will be informed by Staffordshire County Council guidelines. These are currently:

- **Foundation Stage:** a minimum of 2 adults with a group, including at least 1 person who holds a current paediatric First Aid certificate, with a minimum ratio of 1:8 or 1:13 for age 3+, depending on setting, time of day and staff qualifications. Ratios are likely to be at least equivalent to those for Y1 – Y3 pupils (1:6) for offsite visits of any kind.
- **Years 1 to 3: 1 adult to every 6 pupils**
- **Years 4 to 6: 1 adult to every 10 pupils**

When using external providers, they hold the responsibility for delivering the activity and ensuring the safe delivery of that activity. Academy staff are required to supervise in a pastoral capacity during these periods. For periods such as downtime, transport and any other periods when the pupils are not directly instructed by the provider, the direct supervision of the pupils becomes the responsibility of the Academy staff so clear and effective supervision plans must be in place and understood by all parties.

Where there is more than one teacher on the visit, a visit leader should be appointed who has the authority over the whole group. When parents are taken on visits they should be carefully selected. They must be fully briefed before the visit.

It should also be noted that for the protection of both adults and pupils, all adults should ensure that they are not alone with a pupil whenever possible.

All adults on a visit should clearly understand their roles and responsibilities at all times. *It should always be clear that the teacher is responsible for the group at all times.*

If possible, the EVC or a member of the SLT should visit a trip (especially a residential one) at some point to check that all is going to plan.

Pupils must be supervised throughout all visits. However, there are circumstances when they might be unaccompanied by an adult. This is referred to as 'remote supervision'. The decision to allow remote supervision should be based on risk assessment and must take into account such things as:

- prior experience of pupils;
- age of pupils;
- responsibility of pupils;
- competence/experience of staff;
- environment/venue.

If remote supervision is deemed safe then a meeting place must be staffed at all times and pupils should be made aware of its location.

The level of supervision necessary should be considered as part of the risk assessment:

- Level of supervision on coaches;
- Safety when crossing roads;
- Safety of pupils at dropping off points;
- Head counts when getting on and leaving transport;
- Responsibility for checking seat belts.

The gender of the accompanying adults needs also to be considered, particularly where there is a mixed group of pupils.

13. Inclusion and Equality

Every effort should be made to ensure that educational visits and LOfC activities are available and accessible to all, irrespective of special educational or medical needs, ethnic origin, gender or religion. If a visit needs to cater for people with special needs, every reasonable effort should be made to find a venue that is both suitable and accessible and that enables the whole group to participate fully and be actively involved.

14. Transport

Providing transport for off-site activities and educational visits must be an integral part of the planning process.

The visit leader should consider:

- Passenger safety;
- Type of journey;
- Traffic conditions;
- Insurance cover;
- Weather;
- Journey time and distance;
- Stopping points on longer journeys;
- Supervision.

The visit leader should ensure that coaches and buses are hired from a reputable company.

There should be an additional adult to the driver when taking children on a visit. An exception to this would be short distance sports fixtures. Before undertaking a journey, the driver should complete the necessary pre-checks, with particular emphasis on safety equipment, including a high visibility jacket, fire extinguisher and first aid kit. An adult must ensure that all pupils are wearing their seat belts before embarking. Small children should not be located in the front seat.

If public transport is to be used, all pupils and supervisors must be fully briefed as to procedures on platforms, at bus stops, on busy streets etc.

Use of minibuses.

17 Seat minibuses that have specialist equipment fitted and are exempt from the D1 entitlement on a driving license should be used.

Each academy should hold a register of minibus drivers. This should include a copy of their driving license and their valid SCC Minibus Assessment.

Only staff who are on the register at one of the FGT academies are eligible to drive a minibus on an educational visit.

Transporting people in private cars should generally be discouraged but if used, the following should be adhered to:

- the car should be roadworthy;
- the driver has the appropriate licence;
- the driver has the appropriate insurance;
- drivers ensure pupils wear seat belts and sit in booster seats if necessary;
- parents or any other adults should never be in a position where they are left alone in a car with a child
- a central dropping off place is arranged and will be coordinated with other staff/parents.

A driver Authorisation Form must be completed by all drivers using their own private vehicle. A copy of this form can be found on the FGT Intranet.

15. Emergency Planning and Critical Incident Support

Teachers in charge of visits have a duty of care to make sure that their pupils are safe and healthy. They also have a common law duty to act as a reasonably prudent parent would. Teachers should not hesitate to act in an emergency and to take life-saving action in an extreme situation.

The risk management for each visit will identify the relevant emergency procedures during the visit. For visits extending beyond the school day this includes designating a home contact from the academy who may be needed as a link between the party, the parents, the academy and the County Council in the event of an emergency.

A critical incident includes where any member of a group undertaking an off-site activity has:

- Suffered a life threatening injury or fatality;
- Is at serious risk;
- Been missing for a significant and unacceptable period.

Action to take when a critical incident occurs

In the event of a delay (of more than 1 hour), or of an incident resulting in harm to any attending participant, staff member or volunteer, then the academy must be contacted as soon as possible to inform the Headteacher or designated deputy so that they can decide: -

- A. If the incident is of a less serious nature then the next of kin or parents of those affected will be informed about what has happened (e.g. that the party will be returning late or that an incident has befallen a party member) and the action that has been taken so far. In appropriate circumstances the Visit Leader will be designated to undertake this task.
- B. If the incident is very serious the visit leader should follow the steps in the *Visit Leader Emergency Action card procedures which can be found on the FGT intranet.*

In an emergency the Visit leader would usually take control of the situation. The home contact's main responsibility is to link the group with the academy and to provide assistance as necessary. This named person should have all the information about the visit.

16. First Aid and Accident Reporting

There is no legal requirement that all visits have a fully trained first aider on the team but this is considered as good practice.

When using a provider, checks should be made regarding the level of first aid provision.

For visits either abroad or some distance from the establishment, the visit leader must ensure they know the location of additional first aid assistance and how to summon it if required. This must be part of the planning and emergency procedures process.

All accidents that involve anyone – employees, pupils, service users, contractors or members of the public when engaged in activities - are to be recorded, investigated and reported in line with Future Generation Trust accident reporting arrangements.

Following each visit, the leader will undertake a review. Any incidents, accidents or near misses will be reported in accordance with the reporting requirements.

17. Insurance for Off-Site Activities and Visits

Employer's Liability insurance and Public Liability insurance are a statutory requirement and all establishments must have appropriate insurance in place which includes appropriate indemnities for both employees and non-employees.

All required insurances, including employer's liability, public liability, limited personal accident and travel insurance, are provided for all Future Generation Trust employees in the course of their employment.

When providers are used it is a requirement for them to hold Public Liability insurance cover with a minimum limit of indemnity of £5M.

18. Charges for Off-Site Activities and Visits

Members, Trustees, Governors, Headteachers, Managers, Curriculum Planners, EVCs and Visit leader must take account of the legal framework relating to charging, voluntary contributions and remissions as set out in sections 449-462 of the Education Act 1996.

For information regarding charging for visits please see the Future Generation Trust Charging & Remissions Policy.

19. Roles and Responsibilities

The **Trust Board** is responsible for:

- To review the Educational Visits Policy and procedures every three years;
- Approve European Visits.

The **Local Governing Body** is responsible for:

- To ensure that the Headteacher and the EVC have adhered to the Evolve guidelines;
- To ensure that residential visits are approved as necessary;
- To approve all residential visits, trips abroad and those involving outdoor and adventurous activities. In these instances, to ensure that bookings are not completed until external providers have met all the necessary assurances;
- To ensure that that all aspects of risk management have been considered and that risk assessments for travel, accommodation and activities have been carried out prior to departure. It is not expected that governors should become directly involved in risk assessment and related matters.
- Ask questions about a visit's educational objectives and how they will be met. Are the objectives appropriate to the age and abilities of the pupil group? Why is a particular venue being used? Is the visit inclusive for all students? Is the visit value for money?;
- To ensure measures exist to obtain parental consent on a basis of full information, to investigate parental complaints;

The **Headteacher** is the responsible officer for ensuring visits are approved as necessary, that all visits approved can be accommodated within the timetable and that the ethos of each visit is one with which the academy wishes to be associated.

They must ensure:

- That the EVC is competent to oversee the co-ordination of all off-site education, and support the EVC in attending relevant training courses;
- Visits comply with regulations and guidelines provided by the LA, schools governing body and the academies own health and safety policy;
- The visit leader is competent to monitor risks and supervise the trip throughout the visit;
- Adequate child protection procedures are in place;
- All necessary actions have been completed before the visit takes place;
- The risk assessment has been completed and appropriate safety measures are in place;
- Visit leaders are allowed sufficient time to organise visits properly;
- Non teacher helpers on the visit are appropriate to supervise children;
- Ratios of staff to pupils are appropriate;
- The LA or governing body has approved the visit if necessary;
- Parents have signed consent forms;
- Arrangements have been made for the medical and special educational needs of the pupils;
- Adequate first aid provision will be in place;
- The mode of transport is appropriate;
- Travel times out and back are known in school;
- There is adequate and relevant insurance cover;
- They have the address and phone number of the visits venue and have a contact name;
- An academy contact has been nominated and the visit leader has the details;
- The visit leader, helpers and nominated contact have a copy of the agreed emergency procedures;

- The visit leader, helpers and nominated academy contact have the names of all the adults and pupils travelling in the group, and the contact details of parents and the teachers and other helpers next of kin;
- There is a contingency plan for any delays including a late return home.

Educational Visits Coordinators (EVC):

All academies are required to have a named EVC, who will ensure that the planning and supervision of all visits and adventurous activities meet DfE requirements and LA guidelines. The name of the EVC for the academy should be published on each academy's website.

The EVC should support the Headteacher with the approval of visits and all of the other decisions as outlined in the section above.

Alongside this, they must also ensure:

- That all activities and visits meet guidance requirements;
- That staff induction and training needs are identified and addressed;
- That the group leadership team are sufficiently confident and competent for each visit with each group;
- That all group leader, including volunteers, are engaged through an appropriate process (including vetting and barring checks where required);
- That staff are aware of how to respond in the event of an emergency;
- That accidents and incidents are reported and investigated.

Visit leader:

The designated visit leader is in overall charge of the group and remains responsible throughout the visit. Group leaders, who must be a member of the teaching staff, have a common law duty of care towards the pupils in their charge.

Visit leaders must recognise their responsibilities:

- Follow the guidance laid out in this policy for planning, preparing and assessing educational visits;
- Ensure that parents are informed of their children's whereabouts and that appropriate consent has been obtained;
- Pre-visit the site if possible;
- Undertake and complete a comprehensive risk assessment;
- Have enough information on the pupils proposed for the visit to assess their suitability or be satisfied that their suitability has been assessed and confirmed;
- Ensure staff pupil ratio is appropriate for the group;
- Clearly define each helpers role and ensure all tasks have been assigned;
- Be able to control and lead pupils of the relevant age group;
- Be suitably competent to instruct pupils in an activity and be familiar with the location/centre where the activity takes place;
- Be aware of child protection and safeguarding issues;
- Ensure adequate first aid provision is in place;
- Ensure that teachers and helpers are fully aware of what the proposed visit entails;
- Ensure that all helpers have details of the medical or special needs of the pupils;
- Ensure all helpers have details of the academy contact;
- Be aware of the emergency planning and critical incident procedures;
- Evaluate the trip after the event and forward all paperwork to the EVC to be kept on file;
- Observe the guidance set out for teachers.

All staff must:

- conduct themselves in a manner compatible with their own safety and the safety and well-being of the pupils;
- inform the visit leader if they are unsure of their ability to perform any supervisory function requested of them;
- recognise the limits of their responsibilities and act within those at all times;
- report to the visit leader any concerns they may have regarding pupil behaviour and well-being during the visit;
- dress appropriately in line with academy dress code & wear ID badges as they would on academy premises.

Teachers:

Teachers must do their best to ensure the health, safety and wellbeing of everyone in the group and act as any reasonable parent would in the same circumstances.

They should:

- Follow the instructions of the visit leader and help with control and discipline;
- Consider stopping the visit or the activity, notifying the visit leader if they think the risk to the health and safety of the pupils in their charge is too great.

Adult Volunteers:

Additional adults on the visit should be clear about their roles and responsibilities during the visit:

- They must not be left in sole charge of pupils except where it has been previously agreed as part of the risk assessment;
- They must follow the instructions of the visit leader and teacher supervisor and help with control and discipline;
- They should do their best to ensure the health and safety of everyone in the group;
- They should speak to the visit leader or teachers if concerned about the health and safety of the pupils at any time.

Pupils:

The visit leader must make it clear to pupils that they must:

- Not take unnecessary risks;
- Follow the instructions of the leader and other helpers including those at the venue;
- Dress and behave sensibly and responsibly;
- Look out for anything that might threaten themselves or anyone in the group and tell the leader or helpers about it.

Any pupil whose behaviour may be considered to be a danger to themselves or to the group may be stopped from going on the visit. If the visit leader feels that such action may be necessary, first speak to the academy EVC or the Headteacher.

Parents:

Parents should be able to make an informed decision on whether their child should go on a visit. The visit leader should ensure that parents are given sufficient information in writing and invited to any briefing sessions. The visit leader should also tell parents how they could help prepare their child for the visit, e.g. reinforcing the academy's behaviour expectations. Parents should also be asked to agree the arrangements for sending a pupil home early and need to understand that they would be expected to pay any costs involved.

Parents will need to:

- Provide the visit leader with emergency contact numbers;
- Sign the consent form;
- Give the visit leader information about their child's emotional, psychological and physical health, which might be relevant to the visit.

20. Safeguarding

It is the responsibility of the visit leader, group leaders, and all other staff and adults involved, to safeguard and promote the welfare of children and young people during outdoor learning, off-site visits and learning outside the classroom.

Visit leaders should ensure that they are informed of any children and young people who may be particularly vulnerable or have specific safeguarding needs, and ensure that other staff/adults are made aware as necessary.

Adults are in a position of trust and need to ensure that their behaviour remains professional at all times and stays within clearly defined professional boundaries. They are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions. They should operate, and be seen to operate, in an open and transparent way.

Mobile phones, smartphones and social media such as Facebook and messaging services may be useful as part of visit organisation; for example, they can be used for keeping parents informed about the progress of a residential visit, about changes in arrangements such as travel times, or in the event of an emergency.

Children must not take their own mobile phones on any visit.

21. Monitoring and Review

Monitoring is the responsibility of the Future Generation Trust Board. Implementation and operational responsibility lies with the Headteacher at each academy. This policy and all arrangements and procedures will be reviewed every 3 years.

Policy adopted on: 14 July 2022

Review Date: July 2025

Signed: Fliss Dale

Designation: Chair of Trust Board

Alongside this policy, staff should also follow at all times the guidelines laid down in all other relevant academies policies, including the 'Child Protection and Safeguarding Policy', the 'E-Safety Policy' and the 'Staff Code of Conduct'.