

# Catch22 Include Suffolk Primary School

## Educational Visits Policy

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This policy will be reviewed annually.

Catch22 reserves the right to amend this policy, following consultation, where appropriate.

|                      |                         |
|----------------------|-------------------------|
| Policy Owner:        | Headteacher Daryl Bates |
| Queries to:          | Headteacher Daryl Bates |
| Date created:        | March 2021              |
| Date of last review: | Sept 2026               |
| Date of next review: | Sept 2028               |

|                                              |                                     |
|----------------------------------------------|-------------------------------------|
| Catch22 group, entity, hub:                  | Catch22 Education                   |
| 4Policies level (all staff or managers only) | All school based staff and managers |

# Catch 22 Include Suffolk Primary School

## Education Intent Statement

### **Catch22's Vision:**

To deliver better social outcomes through transforming public service through the 3Ps:

### **Place**

Supporting people to find, retain, transition safely into homes and communities

### **Purpose**

Working with people to achieve their purpose in education, employment or training

### **People**

Building networks of people around individuals

### **Our Education Mission:**

To enable young people to progress and succeed in sustained education, training or employment.

### **Our School Vision:**

Our vision for our Catch 22 include Suffolk Primary School pupils reflects a passionate commitment to learning and celebration of the uniqueness of our children as individuals.

We believe every child at our school deserves the best People supporting them, a safe, stimulating and inclusive Place to learn and our Purpose is to re-ignite their love of learning and help them become the very best version of themselves that they can be.

# 1. What is the policy about?

Educational visits provide valuable opportunities to enrich pupils' learning and personal development. They enable pupils to experience learning beyond the classroom, develop confidence and independence, increase motivation and engagement, and develop their ability to work with others and respond to new experiences and challenges.

At Catch22 Include Suffolk Primary School, we aim to provide pupils with opportunities to access a broad and balanced range of experiences within the local community and beyond. Visits may support the curriculum, personal development, individualised targets or wider enrichment opportunities.

Educational visits may include local community visits, day trips, sporting activities, cultural and educational visits, adventurous activities and reward trips.

All visits and off-site activities must be appropriately planned, risk assessed and managed to ensure that pupils can benefit from these opportunities in a safe and supportive environment. Planning will take account of the individual needs, abilities and circumstances of the pupils attending.

This policy provides guidance for staff involved in the planning, approval, management and evaluation of educational visits and off-site activities.

## 2. Who is the policy for?

This policy applies to:

- all school staff involved in planning, organising, leading or supporting educational visits and off-site activities;
- volunteers and other adults supporting educational visits, where applicable;
- pupils participating in educational visits and off-site activities;
- parents and carers, who are provided with relevant information and consent requirements; and
- Commissioners, where relevant to the planning and approval of educational visits.

All staff and adults supporting visits are expected to understand and follow the requirements of this policy and any related school policies and procedures.

## 3. Policy Statement

Educational visits and off-site activities are an important part of the educational experience at Catch22 Include Suffolk Primary School. They provide opportunities for pupils to extend their learning beyond the classroom, develop confidence and independence, experience new environments and activities, and work with others.

### 3.1 Purpose

All educational visits should have a clear purpose and identified learning, enrichment or personal development outcomes. The purpose of the visit should be appropriate to the needs, abilities and circumstances of the pupils attending.

Visits may support:

- the school curriculum and wider learning;

- individualised learning or personal development targets;
- social and emotional development;
- opportunities to develop independence, confidence and life skills; and
- enrichment and experiences within the local community and beyond.

### **3.2 Suitability and Safety**

Educational visits must be suitable for the pupils, the intended outcomes and the circumstances of the visit. They must be appropriately planned, led and supervised by competent staff.

The safety, welfare and safeguarding of pupils and staff must remain the priority. Appropriate risk assessments must be completed and should consider the specific needs of individual pupils, including any medical, behavioural, communication, sensory or other support needs.

Where a visit involves adventurous, hazardous or specialist activities, appropriate professional advice and/or an approved provider must be used.

### **3.3 Approval**

No educational visit or off-site activity may take place without the appropriate approval.

The Trip Leader must complete the required planning and risk assessment documentation and submit the visit through the school's agreed approval process. The Headteacher or delegated Educational Visits Coordinator (EVC) where appropriate, will consider whether the visit is suitable and adequately planned before approval is given.

Further requirements for planning, risk assessment, approval and management of visits are set out within this policy and its appendices.

## **4.Roles and Responsibilities**

### **4.1 Headteacher**

The Headteacher has overall responsibility for educational visits and off-site activities and retains the final decision on whether a visit can proceed.

The Headteacher will:

- ensure this policy is followed;
- ensure appropriate approval is given before visits take place;
- ensure suitable arrangements are in place for risk assessment, safeguarding, supervision and emergency procedures;
- ensure staff leading visits are appropriately competent and supported; and
- stop or amend a visit where circumstances or risks make this necessary.

The Headteacher may delegate appropriate responsibilities to the Educational Visits Coordinator (EVC) but retains overall responsibility.

### **4.2 Educational Visits Coordinator (EVC)**

The EVC supports the Headteacher in the planning, approval and safe management of educational visits.

The EVC will:

- provide advice and guidance to staff planning visits;
- check that visits are appropriately planned and risk assessed;

- ensure staff are aware of relevant training and requirements;
- support Trip Leaders with more complex or higher-risk visits; and
- monitor arrangements for regular local visits.

The Headteacher will either act as the EVC or nominate a suitably trained member of staff to undertake this role.

### **4.3 Trip Leader**

The Trip Leader has responsibility for the day-to-day planning and management of the visit.

The Trip Leader will:

- ensure the visit has a clear purpose and is appropriate for the pupils attending;
- complete the required approval, planning and risk assessment documentation;
- consider individual pupil needs and complete individual risk assessments where required;
- ensure appropriate staffing, supervision and first aid arrangements are in place;
- ensure staff, pupils and volunteers understand their roles and expectations;
- obtain the required parental/carer consent;
- ensure safeguarding and medical arrangements are understood and followed;
- maintain appropriate registers, contact details and emergency information;
- monitor risks throughout the visit and amend, postpone or end the visit if necessary; and
- evaluate the visit and record any learning or actions following its completion.

### **4.4 Assistant Leaders, Volunteers and Other Adults**

All adults supporting an educational visit have a duty of care towards pupils and must follow the instructions of the Trip Leader and the requirements of this policy.

Adults should act in a reasonable, responsible and careful manner and raise any concerns immediately. Volunteers and other adults must only undertake roles for which they are suitable and appropriately checked.

### **4.5 External Providers**

Where external providers are used, the school must ensure that the provider is suitable and competent for the activity being undertaken.

Where appropriate, providers should be able to demonstrate relevant qualifications, insurance, risk assessments and any required activity licences or approvals.

The use of an external provider does not remove the school's responsibility for the pupils or the Trip Leader's responsibility for the overall management of the visit.

## **5. Planning and Approval of Educational Visits**

All educational visits must be planned and approved before they take place. The level of planning and approval required will reflect the nature, duration and level of risk associated with the visit.

### **5.1 Initial Planning**

The Trip Leader should identify:

- the purpose and intended outcomes of the visit;
- the pupils who will attend and their individual needs;
- the location, activities and proposed itinerary;
- staffing and supervision requirements;
- transport arrangements;
- any medical, behavioural, safeguarding or accessibility considerations;
- the likely costs and funding arrangements; and
- any additional risks or specialist requirements.

An **Education Visit Request** and **Initial Risk Assessment** must be completed as part of the planning process.

## 5.2 Approval Process

The completed Education Visit Request and Initial Risk Assessment must be submitted to the:

- Headteacher;
- Assistant Headteacher for the relevant site; and
- Educational Visits Coordinator (EVC).

The visit must not proceed until the required approval has been given.

Once approved, the Education Visit Request and Initial Risk Assessment will be uploaded too the **Education SharePoint – School Trips** area for record keeping and access by relevant staff.

## 5.3 Changes to an Approved Visit

Any significant change to the planned visit, including changes to the location, activities, staffing, pupils attending or level of risk, must be reviewed before the visit takes place.

Where necessary, the risk assessment and visit arrangements must be updated and resubmitted for approval.

## 5.4 Regular and Local Visits

Regular or low-risk local visits may follow an agreed process where authorised by the Headteacher, Assistant Headteacher and EVC.

Staff must ensure that arrangements and risk assessments remain appropriate for the pupils, activity and circumstances of each visit.

## 5.5 Specialist and Adventurous Activities

Where a visit includes adventurous, hazardous or specialist activities, the Trip Leader must ensure that appropriate professional advice or a suitable external provider is used.

Where an external provider is responsible for an activity, the school must obtain appropriate information about the provider's competence, qualifications, insurance and risk management arrangements.

## **6. Risk Assessment and Risk Management**

Risk assessment is an essential part of planning and managing every educational visit. The aim is to identify foreseeable risks and put appropriate measures in place to protect pupils, staff and other participants.

### **6.1 Risk Assessment**

An Initial Risk Assessment must be completed as part of the Education Visit Request and submitted for approval.

Risk assessments should consider, where relevant:

- the location and activities involved;
- transport and travel arrangements;
- supervision and staffing;
- the needs and circumstances of the pupils attending;
- medical, behavioural, communication, sensory or other individual needs;
- safeguarding considerations;
- the suitability of the venue and activities;
- weather and other external factors; and
- any risks associated with external providers.

Individual pupil risk assessments should be completed where a pupil's needs or circumstances require additional consideration or specific control measures.

Risk assessments must be shared with the relevant staff and adults supporting the visit and be accessible during the visit.

### **6.2 Pre-Visits**

A pre-visit should be undertaken where this is practical and appropriate, particularly where staff are unfamiliar with the location or where there are significant or unusual risks.

Pre-visits should consider the suitability and accessibility of the venue, activities, facilities, transport arrangements, emergency procedures and any specific risks for the pupils attending.

For visits involving naturally hazardous environments or activities, such as mountains, moorland, coasts, forests or water, a pre-visit should be undertaken unless an appropriate licensed or suitably qualified provider is being used.

### **6.3 Dynamic Risk Assessment**

Risk management continues throughout the visit. The Trip Leader and supporting staff must remain alert to changing circumstances and respond appropriately.

This may include changes to:

- weather or environmental conditions;
- pupil behaviour or individual needs;
- staffing or supervision;
- transport arrangements;
- the venue or activity; or
- any other unforeseen circumstances.

Where risks become unacceptable, the Trip Leader must take appropriate action, which may include changing the activity, moving to a safer location, returning to school or ending the visit.

#### **6.4 Recording and Reviewing Risk**

Risk assessments must be reviewed following significant changes, incidents or near misses and updated where necessary.

Any incidents and hazards identified during an educational visit must be recorded using **Datix**, in accordance with the school's reporting procedures.

Lessons learned should be used to inform future visits and risk assessments.

## **7. Planning and Organisation**

The Trip Leader is responsible for ensuring that appropriate arrangements are in place before, during and after an educational visit.

### **7.1 Visit Information**

The planning information for each visit should include, where relevant:

- the purpose, location and itinerary;
- details of the activities and programme;
- transport arrangements;
- staffing and supervision arrangements;
- risk assessments;
- emergency contact details;
- relevant medical and dietary information;
- parental/carer consent;
- provider information and qualifications;
- insurance arrangements; and
- any other information required for the safe management of the visit.

### **7.2 Emergency Arrangements**

A suitable emergency contact must be identified for the duration of the visit. This should be a member of senior staff who is not attending the visit.

Staff leading the visit must have access to the relevant emergency contact details, pupil information and risk assessments.

The school's emergency and critical incident procedures must be followed where required.

### **7.3 Parental/Carer Consent**

Parents and carers must be provided with appropriate information about the visit and give consent where required.

Information should include the date, purpose, activities, arrangements for departure and return, transport, what pupils need to bring, and how parents/carers can make contact if necessary.

Parents and carers should provide relevant information about medical, dietary or other needs that may affect their child's participation.

### **7.4 Staffing and Supervision**

The Trip Leader must ensure that there are sufficient suitable adults to supervise pupils safely, taking account of:

- the number and needs of pupils;
- the nature and location of the visit;
- the activities being undertaken;
- individual pupil risk assessments; and
- any additional support required.

At least one appropriately qualified first aid trained adult must be present on each visit.

Staff and volunteers must understand their responsibilities and the arrangements for supervision before the visit begins.

Where adults have unsupervised access to pupils, the appropriate safeguarding and DBS requirements must be met.

### **7.5 Preparing Pupils**

Pupils should be prepared for the visit in an age- and needs-appropriate way. They should understand:

- the purpose of the visit;
- where they are going and what they will be doing;
- expected behaviour and conduct;
- relevant safety rules;
- what to do if they become separated from the group; and
- who they should speak to if they have a concern or need help.

Preparation should take account of individual pupil needs and any reasonable adjustments required.

## **8. Transport**

Transport arrangements must be planned and risk assessed as part of the educational visit. The Trip Leader must ensure that transport is suitable for the pupils, the activity and the planned journey.

## 8.1 Transport Planning

When planning transport, consideration should be given to:

- the distance and duration of the journey;
- the number and needs of pupils travelling;
- appropriate supervision;
- rest and comfort breaks for longer journeys;
- the suitability and accessibility of the vehicle;
- driver arrangements; and
- any additional risks associated with the journey.

All transport arrangements must comply with relevant legal and school requirements.

## 8.2 Walking Visits

Walking trips must be appropriately planned and risk assessed. Staff must consider road safety, pedestrian routes, crossings, traffic and the individual needs of pupils.

Staff should carry the relevant pupil register, emergency contact information and a work mobile phone.

## 8.3 Staff Using Private Vehicles

Where a member of staff uses their own vehicle to transport pupils, they must:

- have appropriate business-use insurance;
- hold a valid driving licence;
- ensure the vehicle has a valid MOT where required and is roadworthy;
- follow appropriate child-seat and seat-belt requirements;
- ensure pupils travel in the rear of the vehicle where appropriate; and
- carry the required pupil and emergency information.

Staff intending to transport pupils in their own vehicle must have their driver checks completed through their **line manager** before doing so. The relevant checks must be recorded on the school's appropriate systems.

A passenger list and relevant medical or contact information should be available to the member of staff.

A second member of staff should accompany the driver where the risk assessment identifies that this is necessary.

The journey should be planned in advance and staff should follow the school's requirements for safe use of private vehicles.

# 9. Accommodation

Where an educational visit includes an overnight or residential stay, the Trip Leader must ensure that accommodation is suitable for the pupils and the purpose of the visit.

Consideration must be given to:

- appropriate sleeping arrangements for pupils and supervising adults;
- appropriate arrangements for pupils and staff of different sexes;
- safeguarding, privacy and individual pupil needs;
- accessibility and any reasonable adjustments required;
- the security and suitability of the accommodation;
- fire safety, emergency exits and evacuation procedures;
- access to first aid and emergency assistance; and
- any additional risks associated with the accommodation.

Staff should familiarise themselves with the accommodation and its emergency procedures before pupils are settled in.

Any concerns about the suitability or safety of accommodation must be addressed before the visit proceeds or, where identified during the visit, reported to the Trip Leader and managed appropriately.

## 10. Insurance

Appropriate insurance arrangements must be in place for all educational visits.

Catch22's existing employer's liability and public liability insurance arrangements apply to school activities, subject to the terms and conditions of the relevant policies.

The Trip Leader should seek advice where additional insurance may be required, particularly for:

- residential visits;
- overseas visits;
- visits lasting more than 24 hours;
- travel by air or sea; and
- hazardous or specialist activities.

Where staff use their own vehicles to transport pupils, appropriate business-use motor insurance must be in place.

Any additional insurance requirements should be identified during the planning and approval process before the visit takes place.

## 11. Preparing for the Visit

Before the visit, the Trip Leader should ensure that pupils and staff are appropriately prepared.

Staff should be briefed on the visit arrangements, their responsibilities and any information they need to support pupils safely.

Pupils should be prepared in an age- and needs-appropriate way and made aware of the purpose of the visit, what to expect, expected behaviour, relevant safety rules and who to speak to if they need help.

The Trip Leader should complete appropriate final checks before departure, including the pupil register, medication and essential contact information.

## 12. Inclusion and Evaluation

### 12.1 Inclusion and Accessibility

Educational visits should be planned so that all pupils have the opportunity to participate wherever reasonably possible.

The school will consider individual needs and make reasonable adjustments where required, including in relation to disability, medical needs, communication, sensory needs, behaviour and accessibility.

Planning should take account of the individual circumstances of pupils and ensure that activities and arrangements are appropriate and inclusive.

### 12.2 Evaluation

Following a visit, the Trip Leader should consider:

- whether the intended purpose and outcomes were achieved;
- what worked well and what could be improved;
- feedback from pupils and staff; and
- any incidents, concerns or lessons learned.

Relevant information should be recorded and used to inform future visits and, where appropriate, individual pupil planning and risk assessments.

## 13. Policy Requirements and Related Policies

The Headteacher is responsible for ensuring that this policy is followed and that educational visits are appropriately planned, approved and managed.

Responsibilities may be delegated to the Educational Visits Coordinator (EVC) and other appropriate staff, but overall responsibility remains with the Headteacher.

All staff involved in educational visits must follow this policy and any other relevant school policies and procedures.

### Related Policies

This policy should be read alongside the school's:

- Health and Safety Policy;
- Safeguarding Policy;
- Medical Conditions Policy;
- Whole School Allergy Policy
- Behaviour Policy and Absconding Protocol;
- Lone Working Policy;
- Home Visits Policy;
- Recruitment and Selection Policy;
- Curriculum Policy; and
- Disciplinary Policy.

## **Appendix 1: Educational Visit Request**

### Proposed trip information

|                                                                                                                                                                          | TRIP INFORMATION | ADDITIONAL COMMENTS |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|---------------------|
| Destination                                                                                                                                                              |                  |                     |
| Trip date                                                                                                                                                                |                  |                     |
| Travel distance                                                                                                                                                          |                  |                     |
| Length of stay                                                                                                                                                           |                  |                     |
| Purpose of visit / educational benefits                                                                                                                                  |                  |                     |
| Number and age of pupils                                                                                                                                                 |                  |                     |
| Transportation options                                                                                                                                                   |                  |                     |
| Cost breakdown, including multiple options where available                                                                                                               |                  |                     |
| Resources required, including: <ul style="list-style-type: none"> <li>• Staffing</li> <li>• Volunteers</li> <li>• Physical supplies</li> <li>• Transportation</li> </ul> |                  |                     |
| Accommodation options, where needed                                                                                                                                      |                  |                     |
| Insurance needed, where applicable                                                                                                                                       |                  |                     |
| Risk assessment plans and first aid provision                                                                                                                            |                  |                     |
| [Insert additional information as required]                                                                                                                              |                  |                     |

Classification: Official

## Risk Assessment Template

Date of assessment:

Date(s) of trip:

Trip leader: |

Assessor:

Trip destination:

Checked by:

| HAZARD                                   | WHO MIGHT BE HARMED AND HOW? | WHAT ARE YOU ALREADY DOING?                                               | DO YOU NEED TO DO ANYTHING ELSE TO CONTROL THIS RISK?                | ACTION: WHO? | ACTION: WHEN?    | DONE |
|------------------------------------------|------------------------------|---------------------------------------------------------------------------|----------------------------------------------------------------------|--------------|------------------|------|
| E.g. slips and falls caused by wet floor | Pupils and staff             | Appropriate footwear to be worn, first aid kit to be carried at all times | Follow additional instructions from destination staff as appropriate | Trip leader  | Duration of trip |      |
|                                          |                              |                                                                           |                                                                      |              |                  |      |
|                                          |                              |                                                                           |                                                                      |              |                  |      |
|                                          |                              |                                                                           |                                                                      |              |                  |      |

# Annex 1: Equality Impact Assessment

Catch22 is committed to always: avoiding the potential for unlawful discrimination, harassment and victimisation; advancing equality of opportunity between people who share a protected characteristic and those who do not; and foster good relations between people who share a protected characteristic and those who do not.

An Equality Impact Assessment (EIA) is a tool for identifying whether or not strategies, projects, services, guidance, practices or policies have an adverse or positive impact on a particular group of people or equality group. While currently only public bodies are legally required to complete EIA's, Catch22 has adopted the process in line with its commitment to continually improve our equality performance.

## 1. Summary

|                                |                                    |
|--------------------------------|------------------------------------|
| <b>This EIA is for:</b>        | External Visit Policy              |
| <b>EIA completed by:</b>       | Stuart Rutter, Executive Principal |
| <b>Date of assessment:</b>     | February 2020                      |
| <b>Assessment approved by:</b> | Stuart Rutter                      |

### Objectives and intended outcomes

This EIA has been completed in order to ensure that the implications and potential impact, positive and negative, of the Catch22 External Visits Policy for all staff have been fully considered and addressed, whether or not the staff members share a protected characteristic.

## 2. Potential Impacts, positive and negative

| Equality Area                                      | Positive                 | Neutral                             | Negative                 | Summary                                                                                                                                                                                                                                                               |
|----------------------------------------------------|--------------------------|-------------------------------------|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Age</b>                                         | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | The policy applies equally to all members of staff and pupils regardless of age. It's not considered that the policy includes any guidance or rules that may impact either positively or negatively on any member of staff because of their age.                      |
| <b>Disability</b>                                  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | The policy applies equally to all members of staff and pupils regardless of health/disability. It's not considered that the policy includes any guidance or rules that may impact either positively or negatively on any member of staff because of their disability. |
| <b>Pregnancy &amp; Maternity/paternity</b>         | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | It's not considered that the policy positive or negatively impacts on pregnant women or on staff on maternity or paternity leave.                                                                                                                                     |
| <b>Race</b> (incl. origin, colour and nationality) | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | The policy applies equally to all members of staff and pupils regardless of their race, origin, colour or nationality. It's not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.          |

|                                        |                          |                                     |                          |                                                                                                                                                                                                                                                                          |
|----------------------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Gender and Gender Re-assignment</b> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | The policy applies equally to all members of staff and pupils regardless of their gender at any given time. It's not considered that the policy includes any guidance or rules that may impact either positively or negatively on any member of staff because of gender. |
| <b>Sexual Orientation</b>              | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | The policy applies equally to all members of staff and pupils regardless of their sexual orientation. It's not considered that the policy includes any                                                                                                                   |

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|  |  |  |  |                                                                                                                            |
|--|--|--|--|----------------------------------------------------------------------------------------------------------------------------|
|  |  |  |  | guidance or rules that may impact either positively or negatively on any member of staff because their sexual orientation. |
|--|--|--|--|----------------------------------------------------------------------------------------------------------------------------|

### 3. Negative impacts and mitigations

| Negative Impact | Mitigation | Owner |
|-----------------|------------|-------|
| N/A             | N/A        | CA    |