



The Attic Educational Visits Policy

Date of policy	June 2017
Date presented to Management Committee	July 2017
Date ratified by Management Committee	July 2017
Date for review	July 2019

Context

We believe that educational visits are an integral part of the entitlement of every pupil to an effective and balanced curriculum. Appropriately planned visits are known to enhance learning and improve attainment, and so form a key part of what makes *The Attic Pupil Referral Unit* a supportive and effective learning environment. The benefits to pupils of taking part in visits and learning outside the classroom include, but are not limited to:

- Improvements in their ability to cope with change.
- Increased critical curiosity and resilience.
- Opportunities for meaning making, creativity, developing learning relationships and practicing strategic awareness.
- Increased levels of trust and opportunities to examine the concept of trust (us in them, them in us, them in themselves, them in each other).
- Improved achievement and attainment across a range of curricular subjects. Pupils are active participants not passive consumers, and a wide range of learning styles can flourish.
- Enhanced opportunities for 'real world' 'learning in context' and the development of the social and emotional aspects of intelligence.
- Increased risk management skills through opportunities for involvement in practical risk-benefit decisions in a range of contexts. ie. 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.

Application

Any visit that leaves the school grounds is covered by this policy, whether as part of the curriculum, during school time, or outside the normal school day.

In addition to this Educational Visits Policy, *The Attic Pupil Referral Unit*:

1. Adopts the Local Authority's (LA) document: '**Guidance for Educational Visits and Related Activities with National Guidance & EVOLVE**' (All staff have access to this via EVOLVE.
2. Adopts National Guidance www.oeapng.info, (as recommended by the LA).
3. Uses EVOLVE, the web-based planning, notification, approval, monitoring and communication system for off-site activities.

All staff are required to plan and execute visits in line with school policy (i.e. this document), Local Authority policy, and National Guidelines. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

Types of visit

There are three types of visit:

1. Routine local visits in the 'Extended learning locality' (See Appendix 1).
2. Day visits within the UK that do not involve an adventurous activity.
3. Visit that are either overseas, residential, and/or involve an adventurous activity.

Roles and responsibilities

Visit leaders are responsible for the planning of their visits, and for entering these on EVOLVE (where required). They should obtain outline permission for a visit from the Head Teacher or EVC prior to planning, and certainly before making any commitments. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements.

The Educational Visits Coordinators (EVC) are Tane Backhouse and Jordan Badowska, who will support and challenge colleagues over visits and learning outside the classroom (LOtC) activities. The EVC is the first point of contact for advice on visit related matters, and will check final visit plans on EVOLVE before submitting them to the Head. The EVC sets up and manages the staff accounts on EVOLVE, and uploads generic school documents, etc.

The Head Teacher has responsibility for authorising all visits, and for submitting all overseas, residential or adventurous activity visits to the LA for approval, via EVOLVE.

The Management Committee's role is that of a 'critical friend'. Each term the management committee (delegated to the Learning and Achievement Committee) will give consideration to planned Educational Visits to ratify the approval of Type 1 visits and provide approval for Type 2 visits. Individual governors may request 'read-only' access to EVOLVE.

The Local Authority is responsible for the final approval (via EVOLVE) of all visits that are either overseas, residential, and/or involve an adventurous activity.

Staff Competence

We recognise that staff competence is the single most important factor in the safe management of visits, and so we support staff in developing their competence in the following ways:

- An apprenticeship system, where staff new to visits assist and work alongside experienced visit leaders before taking on a leadership role.
- Supervision by senior staff on some educational visits.
- Support for staff to attend training courses relevant to their role, where necessary.

In deciding whether a member of staff is competent to be a visit leader, the Head Teacher will take into account the following factors:

- Relevant experience.
- Previous relevant training.
- The prospective leader's ability to make dynamic risk management judgements, and take charge in the event of an emergency.
- Knowledge of the pupils, the venue, and the activities to be undertaken.

Approval

The approval process is as follows for each type of visit:

1. Local visits follow the 'Extending learning locality' policy (Appendix 1).
2. Day visits within the UK that do not involve an adventurous activity. These are entered on EVOLVE, and must be submitted to the EVC for checking at least 7 days in advance, and then forwarded to the Head for approval.
3. Visits that are overseas, residential, and/or involve an adventurous activity (see LA guidance for definition of 'adventurous') are then submitted by the Head to the LA for approval.

Emergency procedures

The school has a clear code of conduct for school visits based on the school 'Behaviour Policy'. This code of conduct will be part of the condition of booking by the parents. Pupils, whose behaviour is such that the Visit Leader is concerned for their safety, or for that of others, can be withdrawn from the activity. The Visit Leader will consider whether such pupils should be sent home early and parents will be expected to cover any costs of the journey home early.

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

The school has an emergency plan in place to deal with a critical incident during a visit (see Appendix 2). All staff on visits are familiar with this plan and it is tested at least bi-annually 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 local authority.

Educational Visits Checklist

The Attic Pupil Referral Unit's Educational Visits Checklist forms part of the risk management process for visits and off-site activities. This has been adapted from the LA's generic checklist. A visit should only go ahead if the answer to all relevant questions is 'YES'. The Attic Pupil Referral Unit's Educational Visits Checklist may be downloaded from EVOLVE Resources and is attached (see appendix 3)

Parental Consent

The school obtains blanket consent during induction for activities that fall within the 'Extended learning locality' (see Appendix 1) and are part of the planned curriculum offer. Parent/carers written consent is sought and retained during the time the pupils is at The Attic Pupil Referral Unit.

Specific, (ie. one-off), written parental consent will be obtained for all other visits. For these visits, sufficient information will be made available to parents (via EVOLVE, letters, meetings, etc), so that consent is given on a 'fully informed' basis. .

Inclusion

We endorse the following principles for young people:

- a presumption of entitlement to participate.
- accessibility through direct or realistic adaption or modification.
- integration through participation with peers.

We acknowledge that it is unlawful to:

- treat a young person with a protected characteristic less favourably.
- fail to take reasonable steps to ensure that young people with protected characteristics are not placed at a substantial disadvantage without justification.

We also acknowledge that expectations of staff must be reasonable, so that what is required of them (to include a young person) is within their competence and is reasonable.

Charging / funding for visits

The school may invite, but not require, parents to make voluntary donations for school activities in order to enhance what is otherwise provided. There is no obligation to donate and pupils will not be treated any differently according to whether or not their parents have made a contribution.

The level of donation will be calculated for each activity and may include, for example, an element to cover the participation by young people from low-income families or the cost of travel for accompanying teachers. Some activities may not take place if parents are reluctant to support it

The school will comply with the law in relation to charges that may be made for the cost of activities provided outside school hours, within school hours and for board and lodging on residential courses. The school has a policy on remission of charges stating how much they are prepared to contribute etc.

Transport

Expectations of behaviour with pupils should be established with all groups before departure on journeys with school. Appendix 4 – Safe Behaviour Guidance will be displayed in each vehicle and used during PSHE lessons on Personal Safety.

Coaches

When travelling by coach all passengers must wear the seatbelts provided. For personal safety reasons no passenger should get out of their seat without good reason while the coach is travelling. Food and Drink must not be consumed on the coach.

Responsibilities of the group leader:

- Check that all passengers are wearing their seatbelts before departure.
- Pupils are seated in accord with their individual needs.
- Adults are seated to ensure adequate continuous supervision of pupils throughout the vehicle.
- The presence of all pupils and staff prior to departure.
- That a first aid kit and facilities for dealing with vomit are included on the journey.

School Vehicles

The school leases two people carriers. Staff holding a clean driving license for at least 2 years are able to drive these to transport students.

Pupil's behaviour should comply with the Safe Behaviour Guidance.

Use of staff cars to transport pupils

At The Attic Pupil Referral Unit children will travel in cars. This may be to collect them in the case of a behavioural difficulty or to and from a local activity where small numbers make it uneconomical to use the school leased people carriers or where it is a matter of safeguarding a child.

The following is in compliance with legislation when transporting pupils in cars.

	Front Seat	Rear seat	Who is responsible
Driver	Seat belts must be worn		Driver
Child over 3 up to 135cm in height or 12th birthday whichever they reach first	Correct child restraint must be used	Correct child restraint must be used or rear belt if child is travelling a short distance in an unexpected necessity or if 2 child restraints are fitted preventing the fitting of a third.	Driver
Child 12 or over or 135cm in height	Seat belts must be worn	Seat belts must be worn	Driver
Adults	Seat belts must be worn	Seat belts must be worn	Passenger

All children must have access to and wear a seatbelt. All children below 135cm must use a booster seat, Office which complies with UN ECE 44.03 standards. These are suitable for children over 6 years and should be fitted according to instructions and returned after use.

Car owners should check that their insurance covers them for transporting children on school journeys. Drivers should be aware that some insurance companies would see the transport of children as business mileage and should check that they are covered.

Children should not routinely travel alone with an adult. It is sometimes necessary to do this in an unexpected event the driver should carry out a mental risk assessment based on the child's current physical, social and emotional needs. In order to safeguard the child and themselves, the child must always travel in the rear of the vehicle.

Insurance

All educational visits are covered under the Local Authority travel insurance administered by the Local Authority via the EVOLVE system.

Appendix 1 - Extended Learning Locality

Boundaries

The boundaries of the locality are shown on the attached maps of each area. This area includes the following frequently used venues: *e.g.*

- *Water Lane Gymnasium*
- *Break Out Alternative Provision*
- *Raw Soccer*
- *Local supermarkets*
- *Carlton Marshes*
- *Dunwich Heath*
- *Lowestoft beach*
- *Marina gym, Great Yarmouth*
- *Normaston park*
- *Oulton Broad Water Sports*

We use this extended area on a regular basis for a variety of learning activities, and approved staff are allowed to operate in this area without completing the EVOLVE visit approval process, provided they follow the below Operating Procedure.

Operating Procedure for Extended Learning Locality

The following are potentially significant issues/hazards within our extended locality:

- Road traffic.
- Other people / members of the public / animals.
- Losing a pupil.
- Uneven surfaces and slips, trips, and falls.
- Weather conditions.
- Activity specific issues when doing environmental fieldwork (nettles, brambles, rubbish, etc).
- Hazardous waste which could include: animal excrement, drug paraphernalia etc....
- Proximity of water.

These are managed by a combination of the following:

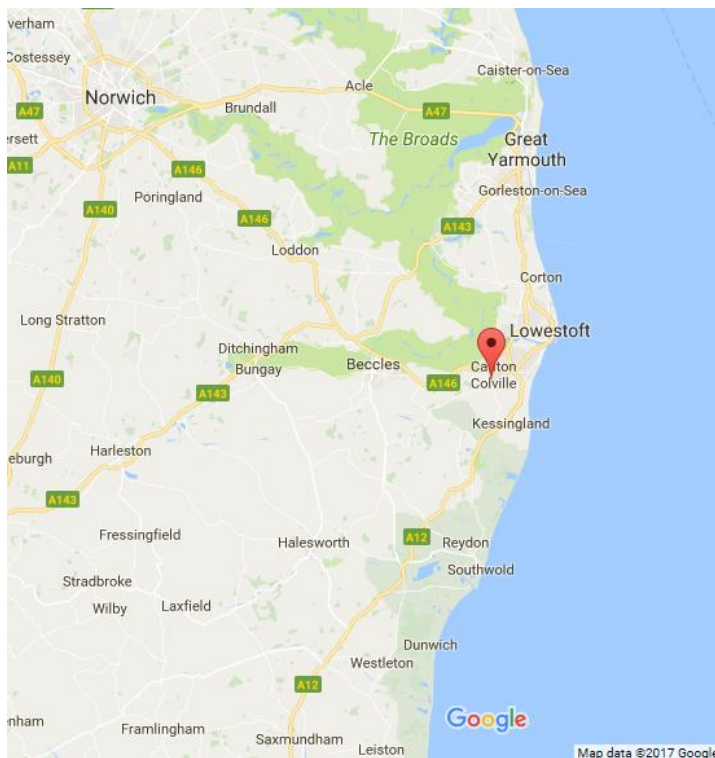
- The Head must give verbal approval before a group leaves.
- Only staff judged competent to supervise groups in this environment is approved. A current list of approved staff is maintained by the EVC and office.
- The concept and operating Procedure of the 'extended learning locality' is explained to all new parents during the induction process.
- There will be a minimum of two adults attending any visit in the locality. The number of adults attending will be determined by the number of pupils and the nature of the trip.
- Staff are familiar with the area, including any 'no go areas', and have practiced appropriate risk management techniques.
- Road crossings are always managed in line with the The Attic Pupil Referral Unit Walking Policy.
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group.

- The use of remotely supervision activity in the extended learning locality does not take place.
- Pupils' clothing and footwear is checked for appropriateness prior to leaving school.
- Staff are aware of any relevant pupil medical information and ensure that any required medication is available.
- Staff will deposit in the office a list of all pupils and staff, a proposed route, and an estimated time of return.
- Staff will have mobile contact at all times and ensure the nominated responder is aware of when they leave the site and accurate contact information has been given.

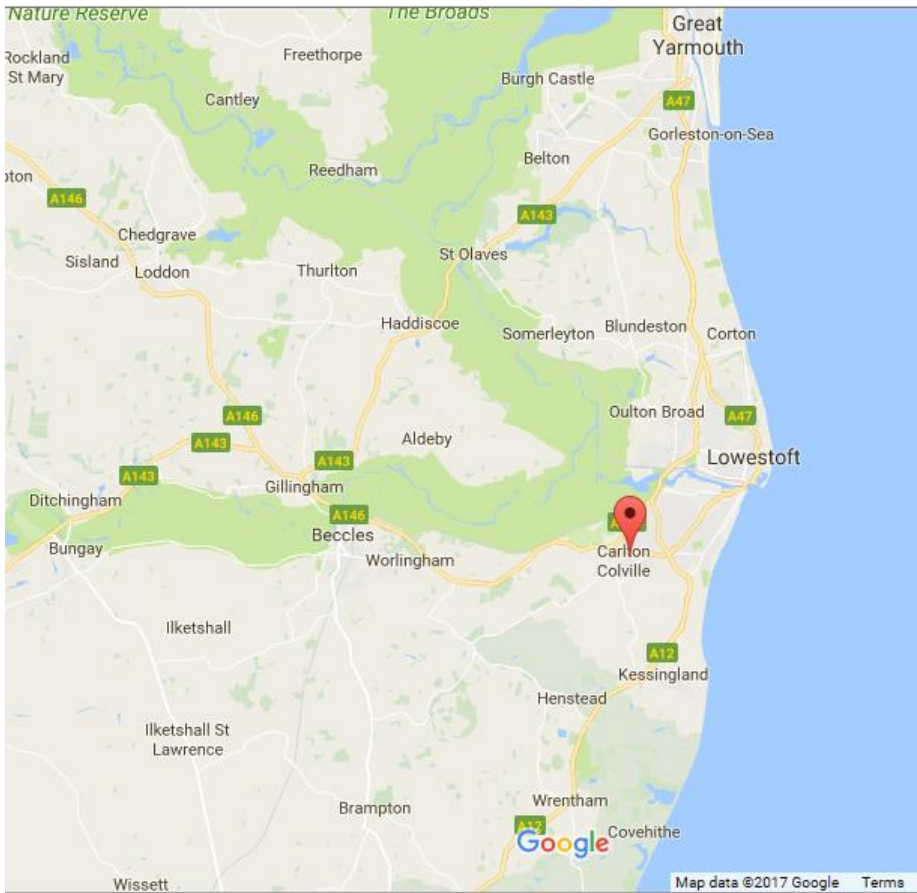
Extended Learning Locality Maps



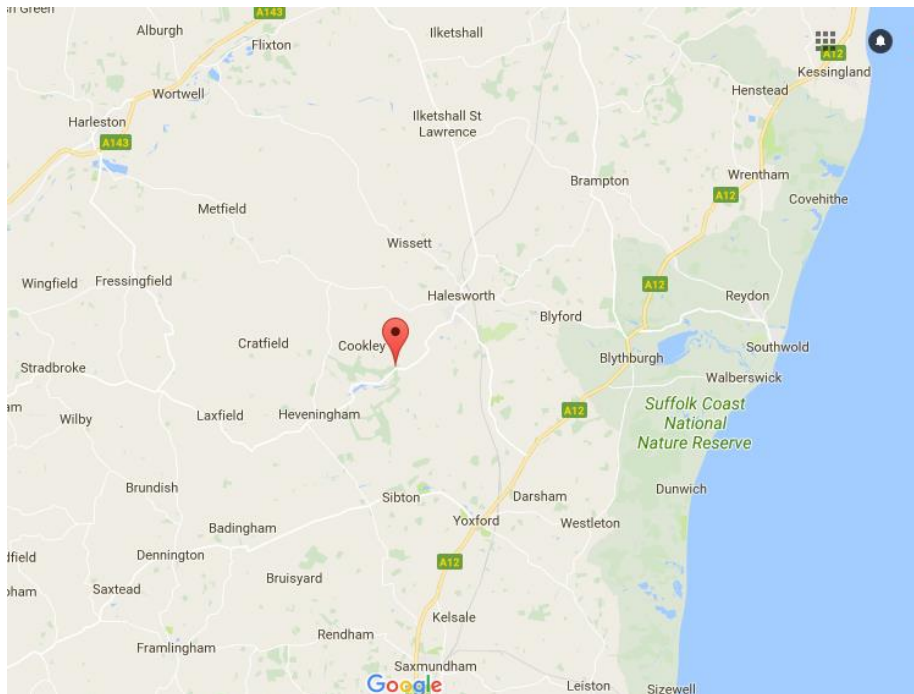
Attic@Lovewell Road



Attic@Assessment Centre
Attic@The Landing



Attic@Dragonfly



Attic@Walpole

Appendix 2 – Emergency Procedure

The school's emergency response to an incident is based on the following key factors:

1. There is always a nominated emergency base contact for any visit (during school hours this is the office at Attic@Lovewell Road).
2. This nominated base contact will either be an experienced member of the senior management team, or will be able to contact an experienced senior manager at all times.
3. For activities that take place during normal school hours, the visit leadership team will be aware of any relevant medical information for all participants, including staff.
4. For activities that take place outside normal school hours, the visit leadership team and the emergency contact/s will be aware of any relevant medical information and emergency contact information for all participants, including staff.
5. The visit leader/s and the base contact/s know to request support from the local authority in the event that an incident overwhelms the establishment's emergency response capability, involves serious injury or fatality, or where it is likely to attract media attention (**Critical Incident and will follow the Critical Incident Policy**).
6. For visits that take place outside the 'extended learning locality', the visit leader will carry either:
 - a) An LA Emergency 'Card' (see EVOLVE Resources), or
 - b) An OEAP National Guidance Emergency action card (*Available via www.oeap.info*)
7. This Emergency Procedure is tested through both desk top exercises and periodic scenario calls from visit leaders.

Appendix 3 – Visit Leader Checklist

(Taken from Suffolk CC Guidance on Type 1 visits)

?	I have met all requirements of my employer's and my establishment's policies relevant to the visit.
?	I am confident to lead the visit and have the specific competence to do so, and have been judged so by my head / manager in line with my employer's requirements.
?	I have planned and prepared for the visit, involving staff and young people in the planning and risk management process to ensure wider understanding.
?	I have kept my EVC informed at each stage of the planning process.
?	I have undertaken a preliminary visit if appropriate or required by establishment policy.
?	I have defined the roles and responsibilities of other staff (and young people) to ensure effective supervision, and have appointed a deputy.
?	I have shared details of the emergency contacts and emergency arrangements with key staff.
?	I have obtained parental consent forms (where required), medical details and contact details and these have been copied and shared with relevant staff and providers.
?	I have checked whether insurance arrangements are adequate.
?	If accompanying leaders take a family member on a visit, there are adequate safeguards to ensure that this will not compromise group management.
?	Child protection issues are addressed, including DBS checks and processes where appropriate.
?	I have disseminated relevant information to supporting staff.
?	There is access to first aid at an appropriate level.
?	Relevant information has been provided to parents and young people, and pre-visit information meetings have been arranged where appropriate.

?	All aspects of the visit (both during and after the event) are evaluated.
?	Staff and other supervisors have been appropriately briefed on – <ul style="list-style-type: none">• the nature of the group, including age, health characteristics, capabilities, special educational needs, likely behaviour and any other information relevant to the planned activities.• the nature and location of the visit.
?	The visit is effectively supervised - staffing ratios meet requirements of good practice.
Visit leader's signature	
Date	

Appendix 4 – Safe Behaviour Guidance for pupils.

WHEN TRAVELLING WITH SCHOOL

Always wear your seatbelt and keep it on until the engine is switched off.

Keep the bus clean and free from rubbish.

Only adults are allowed to open the windows and doors of the bus.

Behave responsibly so you don't spoil the journey for others.

And please remember all school rules apply on the bus, as it is part of The Attic Pupil Referral Unit.



Appendix 5 : Guidance – Walking Groups of Children alongside Roads.

Leadership

- One adult should lead the group. No children should walk in front of the lead adult.
- One adult should be at the rear of the group as a back marker, no children should walk behind this adult.
- Any other adults should be dispersed throughout group, or with identified individuals.
- Children should walk in single file or pairs only, depending on pavement width.
- Lead adult is responsible for ensuring groups remain together by checking back on a regular basis.

Walking along the road

- Where there is a pavement children must walk on it.
- Where there is no pavement, children should walk, facing the oncoming traffic. (this is to be avoided by changes of route wherever practical)

Crossing roads.

- Children should cross the road at designated crossing points where these are available.
- Where these are not available the visit leader must ensure that children are carefully supervised when crossing the road. It may be necessary for adults to be assertive and stop traffic to ensure children all cross safely. No adult however, should put themselves or the children at risk from an impatient motorist.

Crocodile crossing;

An adult ensures the road is clear and then directs the children across the road, remaining at the crossing point. The children should be instructed to wait in safety until leader returns and must not continue walking. If possible lead adult should be relieved as other adults reach crossing point.

Crossing en masse

It may be safer on occasions to cross all children at the same time. Adults should stand at each end of the group, lined up along the road. The adults check the road is clear and signal the pupils when it is safe to cross. All children must cross in one line.

Appendix 6: Risk Benefit Analysis

Risk / Benefit Assessment Record for	<i>Write activity here</i>	The Attic Pupil Referral Unit	
Risk Assessment undertaken by	<i>Write name of assessor here</i>	Date:	Review Date:

Benefits	
State here the benefits – ie. how participants gain from participating in this activity. Examples are increased confidence, a sense of achievement, freedom, physical development, contact with nature etc. If possible, list how these are assessed or evidenced.	

Risk	Precautions	Responsibility
List here the significant risks These are the things that, as far as you could reasonably expect, are likely to <u>cause harm</u> .	<p>State here the precautions that reduce the risk to an acceptable level. Note any specific action required such as informing staff and participants, obtaining parental permission, being trained to a particular standard or using a particular piece of equipment.</p> <p>If the precautions are already listed in an existing * set of detailed procedures or guidance, just confirm that these will be followed and quote the title of the guidance referred to (be as precise as possible).</p>	<p>State who is responsible for checking that the precautions are in place.</p> <p>If different people are responsible for different tasks, make sure the record identifies each person clearly and that a procedure is in place for making sure tasks are completed.</p>

* This refers to guidance such as:

- department, team or locally agreed operational policies and procedures, provided these comply with the following definitive standards
- any detailed Suffolk County Council policy,
- the BellsCroft or SchoolSafe personal safety system,
- the Outdoor Education Advisers Panel advice (<http://oeapng.info/>),

- any nationally recognised resource such as CLEAPSS or afPE (Safe Practice in Physical Education and Sport 2012) and other documents that are recognised by CYP as being benchmark guides. (refer to the A to Z on SchoolSurf https://www.schoolsurf.suffolkcc.gov.uk/docs/unrestricted/Health_and_Safety/index.aspx)

