

# THE HAWKSWOOD GROUP

2019-2020



## Educational Visits Policy

Approved by the Management Committee of  
Hawkswood Group

**Chair of Management Committee:** Nathalie Fitzgerald

<b>Date amended &amp; approved by Management Committee</b>	October 2019	Executive Team
<b>Reviewed</b>	Annually	Management Committee

### The Hawkswood Group

**Executive Headteacher: Catherine Davies**

The Hawkswood Centre | Antlers Hill, Chingford E4 7RT

#### **Associate Headteachers:**

Burnside PRU: Bridget Solecka

Hawkswood Therapeutic PRU: Linda McCaffrey

Hawkswood Primary PRU: Marie Gentles

Forest Pathway College: Carolyn Crampin, Acting Head: Gabrielle Grodentz

Alternative Provisions: Gabrielle Grodentz

## Hawkswood Group Educational Visits Policy

### Introduction

We believe that educational visits are an integral part of the entitlement of every child 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 PRU a supportive and effective learning environment. The benefits of children taking part in visits and learning outside the classroom include (but are not limited to):

- Improvements in their ability to cope with change and novelty
- 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. Students are active participants not passive consumers and a wide range of learning styles can flourish.
- Enhanced opportunities for 'real world' 'learning in context' and the development of the social and emotional aspects of intelligence.
- Increased risk management skills through opportunities for involvement in practical risk-benefit decisions giving them the tools and experience necessary to assess their own risks in a range of contexts.
- 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, whether as part of the curriculum, during school time or outside the normal school day, is covered by this policy.

The Hawkswood Group adopts Waltham Forest's document: 'Guidance for Educational Visits and Related Activities with National Guidance & EVOLVE' (available via EVOLVE Resources). EVOLVE is the web based planning, notification, approval, monitoring and communication system, used by Waltham Forest LA, to which all staff have access.

Each PRU has a staff member trained to use EVOLVE and this person is responsible for logging all visits correctly.

The Local Authority's guidance links directly with National Guidance [www.oeapng.info](http://www.oeapng.info)

All staff are required to plan and execute visits in line with Waltham Forest's policy. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

The rest of this policy explains how visit approval and planning takes place at within the Hawkswood Group.

#### ❖ Roles and responsibilities

Visit leaders are responsible for the planning of visits but should involve both accompanying colleagues and the children in this process. Staff must make appropriate checks of any third party providers. Staff are advised to obtain outline permission for a visit, from the Headteacher, before beginning to plan and certainly before making any commitments.

Every centre has a named Educational Visits Co-ordinator (EVC) who will support and challenge colleagues over visits and learning outside the classroom. They are the first point of call for advice on visit related matters. The EVC will check final visit plans on EVOLVE before submitting them to the Headteacher. The EVC sets up and manages the staff accounts on EVOLVE.

The Associate Headteacher has responsibility for the proposed and planning of the visit, however no payments should be permitted until they have written approval from the Executive Leadership team or Executive Headteacher.

The Governors fulfil their responsibilities in terms of challenging and supporting visits and may be given 'read-only' access to EVOLVE if desired.

#### ❖ Visit Planning and approval

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

1. Headteacher of school submits proposal to Executive Leadership team at **least 4 weeks in advance** – present A4 sheet to include **clear Educational rationale**, costing, staffing and emergency contingency plan, and name of trained First Aider
2. Headteacher must ensure the visit:
  - has clear learning outcomes
  - has activities appropriate to the group
  - is planned to maximise benefits to the children while managing significant risks
  - is appropriately staffed including trained First Aider and Senior Member of Staff
  - Complies with the school's safeguarding policy
  - Involves children in the planning of the visit, and how it will be managed, wherever possible.
  - follows the LA procedures are and that the visit plan is recorded on EVOLVE after being signed off by Executive Leadership team.
3. The Headteacher must also ensure that all other staff, accompanying adults and children are:
  - fully briefed about their roles and responsibilities during the visit
  - know what to do in the event of an emergency

- are given information they need about individual pupil needs (including 2 emergency contacts and updated medical needs)
  - Ensure the base contact back at school is fully briefed and has copies of all relevant information including 2 contact numbers for students, and contact number for visits Leads
  - Ensure a trained First Aider and equipment are on hand during visit
4. If Executive Leadership team agree the trip, the details can then be submitted to EVOLVE
  5. Visits should be submitted to the EVC via EVOLVE at least 10 working days in advance.
  6. Visits involving an overnight stay must be put on EVOLVE and submitted to the EVC at least 15 working days in advance. The school is required to submit these for Local Authority Approval at least 10 days in advance.
  7. Visits involving adventure activities must be put on EVOLVE and submitted to the EVC at least 15 days in advance. The school is required to submit these for Local Authority Approval at least 10 days in advance. Visit leaders must check if an activity provider holds either an AALA licence ([http://www.aals.org.uk/aals/provider\\_search.php](http://www.aals.org.uk/aals/provider_search.php)) and/or an LOTC quality badge (<http://www.lotcqualitybadge.org.uk/search>). If they don't hold the LOTC Quality Badge then they must complete a Provider Questionnaire.
  8. Visits abroad require detailed planning to commence well in advance (at least one term) and the Headteacher and Executive Leaderships Team must be kept up to date with progress. Checks must be made on any third party providers and permission from the Headteacher to use them be obtained before any deposits are paid. Third party providers who hold the LOTC quality badge (see above) do not require further checks. Those who do not hold this accreditation should complete and return a Provider Questionnaire, which visit leaders should scrutinise. (You may want to add in here and /or under 3 above how the governors are informed / consulted. This will depend on how the governors wish to discharge their responsibilities with regards to trips which, in turn, will depend on the legal status of the school. Normally Governors should be informed via a standing item on the GB agenda) The Headteacher will need to submit final plans to the Local Authority at least 10 days before the departure date.
  9. Governors must be notified of visits and given the opportunity to delegate responsibility to Executive Headteacher to sign off visits. Headteacher must update at each main Governors meeting following any trips which took place during the term
  10. Educational Visits Checklist (Appendix 1) to be completed and submitted to Executive Headteacher for approval prior to trip going ahead

#### ❖ Emergency procedures

All staff on visits must ensure they are familiar with the Emergency Procedures. Procedures are tested at least bi-annually and following any major staffing changes.

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

1. School will ensure to obtain **at least 2 emergency contact details for each pupil**.
2. There is always a nominated emergency base contact at school for any visit (during school hours this is the office).

3. 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.
  4. There must be a visit leadership team consisting of more than 1 Leader and Deputy.
  5. The emergency base contact will both have relevant medical and emergency contact information on all the trip participants (including Leaders and staff).
  6. Both the visit leader(s) and the base contact 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.
  7. In the event that a visit leader becomes ill or is injured during a visit, the Deputy leader will ensure appropriate measures are taken including contacting emergency services if required, and contacting the base contact at the school.
- **Critical Incidents:** A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the visit leadership team. Critical incidents must be reported to emergency services and the LA, and will be fully investigated by the Executive Leadership team.
  - When an incident overwhelms the establishment's emergency response capability; 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.

#### ❖ Parental Consent

The school obtains blanket written and signed consent, for all local, non-residential visits, at the start of each year. For any visits not covered by the extended learning territory, information should be sent home giving the parents information on the visit and including a request for information on any changes in their child's medical details.

For residential visits, visits extending beyond the school day or visits out of the Area specific consent should be requested from the executive Headteacher and the Local Authority.

#### ❖ Staff Competence

We realise that staff competence is the single most important aspect of safe visit management and so we support staff in developing this competence in the following ways:

- First Aider and Senior member of staff will always be present during a visit
- 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 of some educational visits
- Support for staff to attend training courses relevant to the role of visit leader

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

- Level of relevant experience
- Any relevant training undertaken

- The emotional and leadership ability of any prospective visit leader to make dynamic risk management judgements and take charge of any emergencies that may arise.
- Knowledge of the children, the venue and the activities to be undertaken

❖ **Charging / funding for trips**

Where possible, the PRU will fund trips but where voluntary contributions are requested, a trip will only be undertaken if sufficient voluntary contributions allow the school to break even.

❖ **Transport**

**School minibus**

For local visits, the PRU uses the school minibus or shared 'pool' car. The nominated driver is responsible for pre-checks. Pupils are always accompanied by a second adult who has responsibility for monitoring appropriate behaviour. All visits comply with Local Authority guidance.

**Use of staff cars to transport pupils**

Any use of private vehicles will be subject to a specific risk assessment (Private Car Use) and in line with Local Authority policy. Staff can only use personal cars if they are insured to do so.

The Hawkswood Group has a shared 'pool' car which can be used by named insured drivers only.

**Insurance**

The Hawkswood Group always ensures that there are appropriate and relevant insurance policies in place.

## Appendix 1: Educational Visits checklist

**EDUCATIONAL VISITS CHECKLIST**

Planning the visit	Yes	No
Has the Executive Headteacher given approval for the trip?		
Has it been presented before the Exec Leadership team?		
Is there written confirmation from the CEO for the trip?		
<b>In advance of the visit:</b>		
Have the intended outcomes of the visit been clearly identified? (see Section 4)		
Is the visit appropriate to the age, ability and aptitude of the group?		
Has there been suitable progression/preparation for participants prior to the visit?		
Does the visit comply with any guidelines specific to your Establishment?		
Does the visit comply with any specific LA guidelines? (see relevant sections)		
If a member of staff is going to lead an adventurous activity, have they been 'approved' by the LA? (see Section 28)		
If using an external provider or tour operator, does the provider hold an LOTC Quality Badge (see <a href="http://www.lotcqualitybadge.org.uk">www.lotcqualitybadge.org.uk</a> ) or have they satisfactorily completed and returned a 'Provider Form'? (see Section 29)		
Are transport arrangements suitable and satisfactory? (see Section 14)		
If residential, have appropriate measure been taken to ensure the suitability of accommodation? (see Section 17)		
If the visit is overseas, have appropriate additional measures been taken to ensure the suitability of activity and safety of participants? (see Section 18)		
Has a pre-visit taken place? (Normal procedure for most visits within the UK).		
If not, have appropriate additional checks been made?		
Do the adults in the party have the appropriate skills for the visit? (Check this carefully and arrange suitable training and/or briefing to clarify your expectations).		
Have any adult helpers (non LA employees) been approved by the Headteacher of Establishment as to their suitability?		
Is the level of staffing sufficient for there to be an appropriate level of supervision at all times?		

Does the Visit Leader possess the necessary competence to lead the visit, and is he/she comfortable with their role?		
Are all support staff aware of and comfortable with their roles?		
Are all helpers aware of and comfortable with their roles?		
If appropriate, have Event Specific Notes (ESN) been made and will these be shared with all relevant parties? (see Section 7 and ESN Form)		
Is insurance cover adequate? (see Section 13)		
Does at least one member of staff know the participants that are being taken away, including any behavioural traits?		
Have participants been advised in advance about expectations for their behaviour?		
If appropriate, are participants aware of any 'rules', and have sanctions to curb unacceptable behaviour been identified and agreed with participants and staff?		
Are participants aware of the nature and purpose of the visit?		
Are parents fully aware of the nature (including contingency plans), and purpose of the visit, and has consent been obtained? (see Section 9)		
Have all relevant details been issued? (Eg. itinerary, kit lists, etc?)		
Are staff aware of any medical needs and/or other relevant details of participants?		
Has parental consent been gained for staff to administer specific drugs/injections, and if necessary have named staff received appropriate training?		
Are staff aware of any relevant medical conditions of other staff/helpers within the group?		
Does at least one responsible adult have a 'good working knowledge' of First Aid appropriate to the environment? (see Section 12)		
Is a first aid kit (appropriate to the visit) available? (see Section 12)		
Is there flexibility within the programme? Are there contingency plans that would be suitable in the event of changed or changing conditions, staff illness, etc. eg. 'Plan B', and have these plans been risk assessed and parental consent been obtained?		
For journeys taking place outside the establishment's 'normal' hours, will an Emergency Card (Visit Leader) be with the leader, and an Emergency Card (Home Contacts) be with the designated home contacts?		
Are full details of the visit at the LA establishment, or recorded on EVOLVE, and if		



appropriate with the establishment's Emergency Contact(s)?		
Are staff aware of the appropriate action to be taken in the event of accident, incident or emergency? (see Section 27)		
Is a weather forecast and/or other local information necessary, and are staff able to access this information and act upon it appropriately if necessary? (see Section 19)		
If undertaking water-margin activities, has a copy of 'Group Safety at Water-Margins' been made available to all supervising staff in advance of the visit? (see Section 16)		
A mobile phone is recommended for all visits. Are you aware of the reception in the area you are visiting?		
Will the group need waterproof clothing, boots or other equipment? If so, are procedures in place for checking the suitability of equipment?		
Does any specialist equipment conform to the standards recommended by responsible agencies?		
Have all financial matters been dealt with appropriately?		
Has the visit been approved by the Headteacher of Establishment and EVC, and in line with Governing Body policy (where appropriate)? (see Section 3)		
If residential, overseas or involving adventurous activities, has the visit been approved by the LA? (see Section 3)		
<b>During the visit</b>		
Do all staff have a list of participants/groups? + 2 Emergency contact details and an Emergency Card (Visit Leader) if out of the establishment's normal hours?		
Does the establishment office have a list of the names of all participants, including adults? If out of hours, does the home contact have these details and an Emergency Card (Home Contact)?		
Do staff have sufficient funds to allow for any contingencies?		
Do staff have any relevant literature, work sheets, clipboards, etc?		
Do staff have other items, eg. First aid kit, + sick bags, litter sack, etc.?		
Are participant numbers being checked at appropriate times?		
Has the group been warned of potential hazards in advance? If necessary, have specific arrangements been made to supervise these areas particularly carefully?		

Are participants aware of the procedure in areas where there is traffic? (eg. if walking, is it pairs, crocodile, groups? - may participants run? - are participants aware of the procedure at road crossings? etc.)		
Has a clear recall system been arranged if the group is working away from you?		
Do participants understand this and will they be able to respond effectively?		
If a rendezvous for the group has been arranged after a period of time, does each participant and member of staff know exactly where and when to meet?		
Do participants know what action they should take if they become separated from the group?		
Is on-going risk assessment being conducted, and if necessary the programme adapted to suit changed or changing circumstances (Plan B)?		
<b>At the end of the visit</b>		
Are appropriate arrangements in force for the dismissal of participants?		
Has the Visit Leader reported back to the Educational Visits Coordinator?		
Has the group been debriefed and any relevant follow-up work completed?		
Have all loose ends been tied up, eg. Paperwork, finance, thank you letters, etc?		
Has the visit been evaluated, and if appropriate have notes been made of points to be considered for future visits and presented to Executive Leadership Team?		
Have all staff and helpers involved in the visit been thanked for their input?		