WANDLE LEARNING TRUST

Educational Visits Procedures Handbook

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Key terms

This Procedures Handbook applies to all schools and entities within Wandle Learning Trust (WLT).

The terms Academy, School, Organisation and Trust are considered interchangeable in the context of all Trust policies.

Where appropriate, in this Procedures Handbook the term:

"Executive Team" means the Trust's Co-Chief Executive Officers (Co-CEOs) and includes the Trust's Chief Financial Operating Officer (CFOO) who manage the day-to-day business of the Trust.

"WLT Safeguarding and Inclusion Lead" who oversees the review of the Educational Visits Procedures Handbook and is responsible for the sign off of Level 2 trips and visits.

"Head Teacher" includes the appropriate school Head Teacher or Director.

"Trustees or Trust Board" means appointed trustees who oversee the business of Wandle Learning Trust, agreeing the overarching strategic direction and ensuring robust governance.

"Local Academy Committee (LAC)" includes appointed members at a local academy level who support each school's leadership teams to implement policies and improvement plan priorities.

"Chair" means the Trust Board, sub-committees of the Board, including the Local Academy Committees.

"Head of Governance" provides strategic oversight and administrative resource for the Trust Board and its committees, including local academy committees, and ensures the smooth running of its functions, processes, and meetings.

"Stakeholders" are any individuals or companies invested in the welfare and success of the Trust and its schools, including pupils, staff members, parents, community members, members of the governance community, trade unions, local business leaders etc.

Vision

The Wandle Learning Trust is united in the belief that there is no more important role than making a positive difference to children's lives and educating them for life. Our drive each day is to achieve the best personalised outcomes for each and every child in our Trust within inclusive school cultures which foster positivity, possibility and opportunity.

Creating equity and opportunity underpins everything we do. Our ambition is to instil the conviction within our whole community that with determination, dedication and the right support we can achieve whatever we set our minds to.

Statement of intent

The aims of educational visits and residential stays within the WLT are to:

- Enrich and enhance the curriculum, bringing it to life, by providing a greater variety of learning opportunities in stimulating environments, and enable pupils to use and apply knowledge, skills and understanding in different, realistic and exciting contexts.
- Build pupils' problem solving and team building skills in 'real life' situations.
- Increase pupils' awareness and understanding of the need to protect the environment and the wildlife that inhabits it.
- Promote healthy living through outdoor activities.
- Contribute to pupils' personal and social development by giving them an extended period of time away from home with their peers.
- Enable pupils to meet people different to those they know and develop mutual respect with them, regardless of difference.
- Develop culture capital, providing opportunities for cultural engagement which pupils might not otherwise have the opportunity to engage with.

Equal opportunities

All pupils have a right to participate in a variety of educational visits. Some visits may not be open to all pupils, but all pupils should have an equal chance of taking part in visits of equal quality over their time at the school. In cases where it is difficult to include an individual pupil on a visit because of disability, cultural or religious belief, a medical condition, a special educational need or being disadvantaged and in receipt of free school meals; every effort should be made to offer a modified or adapted activity of equal value to the unmodified activity.

Staff Training

Individual schools are expected to provide training annually (preferably in September) for all staff who might have to organise a trip. This must be attended by any member of WLT staff who may wish to organise a trip and should be attended by any member of staff who may be required to accompany a trip. A register of who has attended the training should be kept by the Educational Visits Administrator.

Financing of educational visits

It is necessary to establish that the visit represents value for money. The trip lead will need to consider if the costs are reasonable and within the scope of the majority of families. It is the responsibility of the trip lead to work with the administration team in ensuring all monies for the trip have been paid by parents or that other arrangements have been agreed.

As a basic principle, all educational visits should be self-financing, and this should include the cost of any cover required for teachers attending the visit. Contributions to the trip are voluntary from parents, however it should be made clear to parents that some trips could not happen without this income.

The contribution made by parents should not exceed the actual cost incurred but should include a reasonable element of contingency planning.

Any surplus remaining at the end of the visit should be used to help finance deficits on other visits within the school. If there is a significant surplus, the Headteacher has the discretion to return the money equally to those that participated in the trip.

In exceptional cases of hardship, the Headteacher can agree to waive, or part waive the costs of an educational trip. The EVO should obtain a letter, email or have a meeting with the parent or carer outlining their individual circumstances.

No compulsory charges can be made for visits that are a requirement of the school curriculum.

Safeguarding

The EVO is responsible for coordinating any safeguarding issues and following the WLT Safeguarding Policy ***at all times.*** If any serious issues arise, the EVO must contact their Headteacher, trips coordinator and/or the Designated Safeguarding Lead as quickly as possible.

Roles

The following role titles and responsibilities will apply in all schools:

Educational Visits Organiser (EVO)

The WLT staff member or school approved trip organisation representative responsible for organising and running the educational visit or trip.

Educational Visits Administrator (EVA)

Schools need to assign a trips administrator who will act as the admin point for paperwork requiring authorisation and will keep evidence of submissions. They will also keep a register of all school trips or visits, paperwork and authorisations so that the Local Academy Committee can review school trip provision across the school and across an academic year.

A diary is kept of school journeys planned for the academic year. Records and paperwork of trips should be held in line with the WLT Data Retention Policy.

Educational Visits Coordinator (EVCo)

A designated senior member of staff who can give advice on planning educational visits, review risk assessments and paperwork on behalf of the school before submission through the authorisation channels.

Authorisation of trips

There is a strict authorisation process before a trip can happen and this must be followed. All visits require Level 1 approval as a starting point.

Trip bookings cannot be made or communicated with parents without either a signed pre-approval form (residential trips) or fully signed off completed paperwork. Trips should not be confirmed with parents until the above forms are signed off.

Level 1 approval

- All trips

Level 2 approval

- All international trips ***and*** trips containing high risk and hazardous activities

Any hazardous activity as outlined in Appendix 1, will automatically be classed as “high risk” and need Level 2 authorisation. Otherwise, the Level 1 approver will use their judgement in assessing what is or what is not a “high risk” trip.

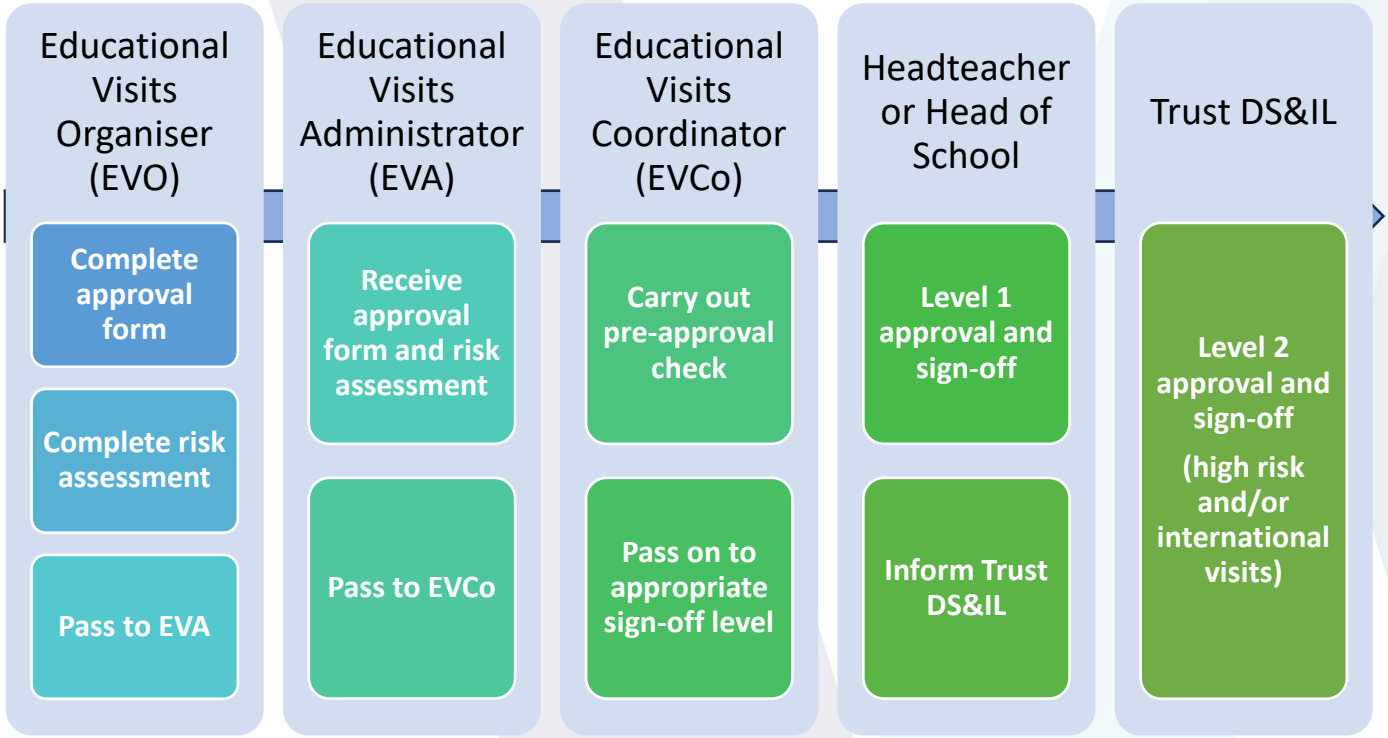
Authorisation of trips process

As soon as possible in the planning phase the EVO should complete a budget for the trip and inquire into sources of funding. They should also provisionally book the activities with the education centre or equivalent and look into methods of transport and special group-rate fares

Staff and pupil ratios

The EVO will have overall responsibility for the supervision and conduct of the visit and the health and safety of the group, and it is their responsibility to ensure that the procedures in this Handbook are fully adhered to by all pupils and adults on the school trip.

All trips should be led by a member of WLT staff (or school approved trip organisation representative) plus be accompanied by one additional responsible adult who can lead a group or take over in the event of an emergency, unless this is risk assessed and agreed by the Level 1 authoriser.



When two staff members accompany a group, it is preferable to have one of each sex. One designated adult on the trip must hold a valid First Aid qualification (1 day course)

Primary schools staffing ratios

1 WLT employee and 1 other adult per class

Additional members of staff if you are taking a pupil with specific behavioural, medical or special education needs. This needs to be risk assessed to identify staffing requirements.

The following ratios also need to be adhered to:

Nursery	1:3
Reception	1:4
Year 1 to 3	1:6
Year 4 to 6	1:10

Example:

A class of 30 Year 3 pupils would require a minimum of 1 WLT employee, 1 other member of staff and three other adults.

Secondary schools staffing ratios

Years 7 to 13

< 12 pupils: 2 WLT employees (or school approved trip organisation representatives)

(Unless only 1 agreed by the Trip Co-ordinator following risk assessment)

12 – 20 pupils: 2 WLT employees (or school approved trip organisation representatives)

20+ pupils: – as above plus an additional adult for each additional 20 pupils

These ratios are a minimum. When risk assessing, the trip lead should consider whether additional adults are required due to the needs of the group and the activities of the trip. The trips coordinator and authorisers will also consider this when approving the trip.

Procedures in practice

All staff must follow the risk assessment process outlined in Appendix 1.

All staff must use the forms and templates for educational visits and trips as laid out in Appendix 2.

Any requirements for "cover" as a result of going on a trip, must be submitted at least 7 days in advance, under the relevant school procedure.

For residential trips, the EVO should supply materials for use in newsletters etc, and on request, will be required to give a report in writing.

The EVO should always feedback any significant negative or positive experiences of a location or activity to the EVCo and headteacher, to help the planning of future trips.

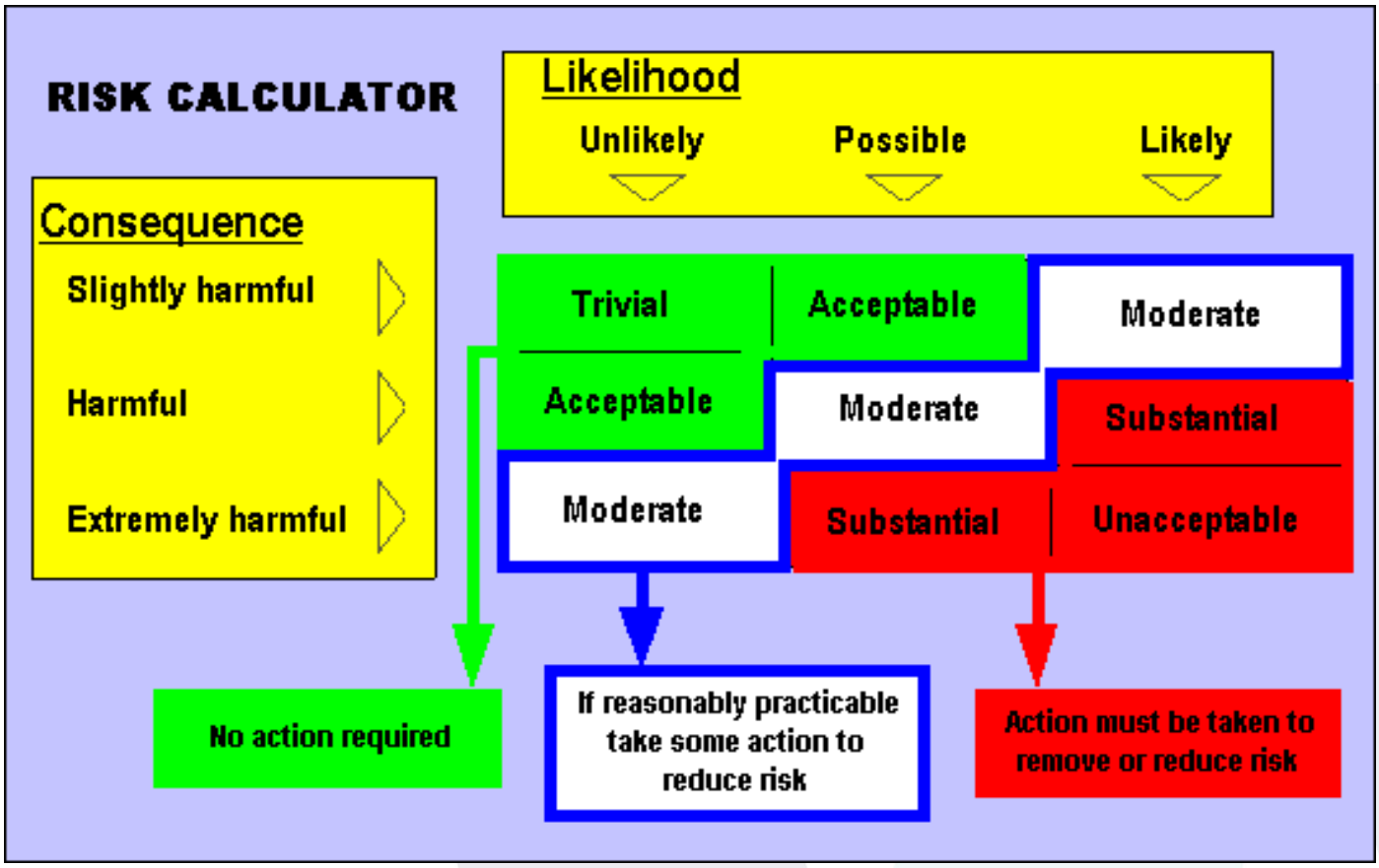
APPENDIX 1 - RISK ASSESSMENTS

A risk assessment is a careful examination of what could cause harm to people so that the EVO can weigh up whether they have taken enough precautions or should do more to prevent harm. The aim is to ensure that no one gets hurt on the trip.

A hazard is anything that can cause harm.

A risk is the chance that somebody will be harmed by the hazard.

The important things that need to be decided are how significant would the ***consequences*** be if a risk materialises and what is its ***likelihood*** of it happening. The highest risks will be those that would have an extremely harmful consequence and be likely to happen. The EVO should use the risk calculator below to help:



Where risks are identified as ***Substantial*** or ***Unacceptable*** the EVO must identify and take actions that will reduce or remove the risk.

Where risks are identified as ***Moderate*** the EVO must take some action to reduce the risk, if it is reasonably practicable to do so.

For most school journeys, the hazards are few and obvious. However, the EVO should try to look at all issues afresh so that they can check that they have taken all reasonable precautions to avoid injury.

There are six steps to risk assessment within Wandle Learning Trust:

Step 1	Look for and identify any hazards
Step 2	Decide who might be harmed and by whom or what.
Step 3	Evaluate the risks using the calculator to help, what is the likelihood and what are the potential consequences of risks
Step 4	Decide whether obvious precautions are adequate or whether more should be done
Step 5	Record findings (see Form 1)
Step 6	Review the risk assessment

Implementation in practice

Steps 1 & 2: **Look for the hazards**

It is best practice to arrange a pre-visit to the main location of the educational visit when conducting a risk assessment. On the visit, the EVO should note down significant hazards on the Risk Assessment Form 1 in Appendix 2.

Examples of significant hazards:

- Slipping/tripping hazards
- Fire (from flammable materials)
- Chemicals
- Moving parts of machinery
- High exposed places
- Vehicles
- Electricity
- Fumes
- Loud noise
- Manual handling of heavy objects
- Poor lighting or strobe lighting
- Low temperature, poor weather conditions

The EVO should note down any significant issues presented by the group of pupils they are taking under 'Group Risks' on Form 1. (It is essential that the EVO knows the group they are taking). Good prior knowledge of the behaviour of the group is essential. This will affect ratios beyond the generic guidance, where individuals may need 1:1 support.

Examples of issues/hazards presented by the group; a pupil in the group has:

- Medical problems
- A history of disruptive behaviour
- Special educational needs
- A disability
- Newly arrived at the school
- Been in conflict with another pupil in the group
- English as an additional language

Note down any issues presented by you as leader or the staff you are taking under 'Leader and Activity Arrangements' on Form 1 in Appendix 2.

Examples of issues presented by staff on the trip; a member of staff on the group has:

- Not been on an educational visit before
- Not been to this location before
- Newly arrived at the school
- Not been familiar with the pupils going on the educational visit

Note down any issues presented by the transport you are taking under 'Transport' on Form 1 in Appendix 2.

Examples of issues presented by transport on the school journey:

- Crossing busy roads
- Taking the tube
- Some pupils want to make their own way home from the site

Steps 3 & 4: **Evaluate the risks and decide whether obvious precautions are adequate or whether more should be done**

On Form 1, next to each hazard have noted, the trip leader should write down actions that they intend to take to reduce the risk presented by the hazard. These will be actions that will be taken following the guidance and procedures of this booklet. In the next column, the EVO should note down the level of risk that remains when the existing precautions have been considered. Please refer to the guidance document for suggestions of how to reduce risk.

The following method should be used to assess the present level of risk for each hazard: In taking action, the EVO should ask:

- Can I get rid of the hazard altogether?
- If not, how can I control the risks so that harm is unlikely?

In controlling risks, the following principles should be applied in order:

- Try a less risky option
- Prevent access to the hazard
- Reduce exposure to the hazard
- Ensure protective equipment and clothing is available
- Have first aid facilities available

Once action has been taken to reduce the level of risk, the EVO should make sure that they are satisfied that the hazard is now 'Moderate' as per the Risk Assessment Matrix. **All risks on your trip must be reduced to at least moderate.** Once this is completed this should be shared along with all paperwork for the trip with all adults attending the trip to ensure they are clear about their roles and responsibilities.

Step 5: **Review the risk assessment**

It is useful for the trip leader to discuss their risk assessment with the Trips Co- Ordinator, to ensure that they have covered all possible risks. Also, it is very important to constantly re-assess risks when on the school trip. Un-planned changes in circumstances will affect the level of risk to which pupils are exposed.

Use the risk assessment matrix and Form 1 in Appendix 2

Additional risk assessments

Hazardous activities

Level 2 approval is always required for a Hazardous Activity, which will automatically classify the trip as a "High Risk" trip.

The current list (not exhaustive) includes:

- airborne activities
- archery
- camping
- canal boating
- canoeing
- caving/potholing
- climbing
- cycling/biking
- expeditions
- fishing
- horse riding/pony trekking
- kite surfing
- high ropes courses
- motor sports
- moorland, fell and mountain activities
- open country activities and field studies
- orienteering
- paintball
- rafting
- rowing and sculling
- sailing and power boating
- sea-level traversing and coasteering
- shooting
- skiing
- sub-aqua/snorkeling
- surfing
- water skiing
- swimming in open water (including non- commercial pools)

Terrorism

Use the following additional risk assessments in light of heightened security risks regarding terrorism:

Pre trip:

- All staff accompanying a trip have been trained in best practice response.
- Trip leader will stay alert to local and national news before and during the visit.

- Assess the needs of pupils with special educational needs or disabilities and their ability to react and respond to dynamic situations and plan accordingly. There should be a named dedicated member of staff who will take the responsibility for these pupils in the event of an emergency.
- Pupils issued with clear instructions on how to act in case of a serious incident in pre-trip briefing.
- Where appropriate, for secondary aged pupils, personal mobile numbers to be available to the EVO and the emergency contact.

- Where appropriate, consider issuing staff with an emergency action card.
- Where appropriate, consider issuing all secondary aged pupils with an emergency action card

In the event of a terrorism event occurring:

- Ensure there are clear lines of communication established between EVOs and emergency contact.
- EVOs carefully assess route, assembly points, transport hubs and venues for potential risk when assembling and moving through areas.
- If necessary, pupils should be instructed to leave an area and seek shelter as quickly as possible. This may be more important than staying together and staff must be prepared to react to dynamic and fast changing situations.
- Wherever possible staff should seek advice from the police on how to act.
- If the planned route becomes unavailable, an alternative return to school route should be sought and parents informed of the updated route.

All trips:

- Pupils fully briefed before the trip on expectations and safety measures for the trip.
- EVO to brief pupils on specific advice for their trip.
- Emergency school response contact named and trained.
- Parents informed of school's strategy and on the communication channels to use.
- If relevant, ensure pupil and staff have emergency cards produced and distributed with key emergency telephone numbers and names on them.
- EVOs obtain venue risk assessments/ security advice/ evacuation plans prior to the visit and familiarise themselves and their team with the contents.
- All staff and volunteers to be briefed on the trip by the trip organizer. Outlining expectations and responsibilities.

Use of activity centres

Assurances should be sought from the activity center on the following:

- Staff competence, including qualifications and key skills
- Clearly defined authority and chain of responsibility and operating procedures for each program or activity (set out in writing).
- Clearly identified chain of management responsibility, with key persons responsible for the supervision of staff leading the activities.

- The Centre should guarantee that at all times at least one competent, responsible person who is also a First Aider is available.
- The Centre should guarantee that sufficient safe, appropriate, correctly sized equipment that meets the national requirements is used.
- The Centre must maintain and operate written accident and emergency procedures.
- The Centre must hold current, appropriate insurance.

Swimming pools

This applies to a swimming pool or plan to swim in open water. If considering the use of a swimming pool not used before, or monitoring the hazards of a regularly used pool, it is advisable to observe and check the following:

- Is there constant pool supervision by a sufficient number of qualified lifeguards?
- Where there is no lifeguard, the group leader should stay at the poolside at a raised location. In such circumstances, the EVO, or a designated adult, should have a relevant lifesaving award and be accompanied by an appropriate number of supervisors.
- Is the water temperature appropriate?
- Is the water clear?
- Are there signs clearly indicating the depth – is there a shallow end and is the water there shallow enough?
- Does the pool cater for pupils with disabilities?
- Does the deep end allow for safe diving?
- Is there a poolside telephone?
- Is there a resuscitator and other pieces of first aid and rescue equipment, and is there someone trained to use them?
- Is there a changing room for each sex?
- Does the pool cater for any particular religious or cultural factors?
- Are the changing and showering facilities safe and hygienic?
- Can clothes be stored securely?
- Have the pupils been instructed how to behave in and around the water?
- If these questions cannot be satisfied, then the swimming pool should not be used for a school journey.

Expectations of staff on an educational visit

Staff on school-led visits act as employees of the Wandle Learning Trust, whether the school trip takes place within normal hours or outside those hours.

Teachers and support staff must do their best to ensure the health and safety of everyone in the group and act as any reasonable parent would do in the same circumstances. They should:

- Follow the instructions of the trip organsier and help with control and discipline.
- Inform the EVO of any unacceptable risk that arises during the school journey and take immediate steps to ensure the safety of pupils.
- Be suitably clothed and equipped for activities in which they take part.
- Be physically fit enough for the activities planned.
- Ensure that any forms which contact pupil information are securely stored during the trip and then destroyed after it to ensure there is no GDPR breach of personal data.

- Trip organsier should write a report to the EVCo about any significant incident involving the safety of pupils during the school journey and report any safeguarding concerns to the designated safeguarding lead as outlined in the Safeguarding Policy.

Adult volunteers on an educational visit

Adult volunteers on the trip should be clear about their roles and responsibilities during the visit. This is outlined in the **Guidance for parent and carer volunteers on school trips Form 6 that they should receive before the trip is undertaken.**

Adult volunteers acting as supervisors must:

- Follow all guidelines in the Guidance for parents and carer volunteers on school trips Form 6.
- Do their best to ensure the health and safety of everyone in the group.
- Not be left in sole charge of pupils except where it has been previously agreed as part of the risk assessment.
- Follow the instructions of the EVO and staff supervisors and report any concerns immediately to the school staff leading the trip.
- Speak to the trip leader or other members of WLT staff if concerned about the health or safety of pupils at any time during the visit.

Pupil briefing

Before all trips the EVO should make it clear to pupils that they must:

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

Pupils should be given clear information on:

- Code of conduct
- Expectations on the trip
- Itinerary
- Emergency plans and meeting point
- Secondary school pupils should be issued the emergency contact number

Any pupils whose behaviour may be considered to be a danger to themselves, or the group may be stopped from going on the trip. The curricular aims of the trip for these pupils should be fulfilled in other ways wherever possible.

If an accident happens:

- Take charge of the situation.
- Establish the name of the injured pupil.
- Establish the nature and extent of the injury as quickly as possible.
- Attend to the injury and call an ambulance if necessary.
- Notify the police if necessary.

- Ensure that all the group are safe and looked after.

- Ensure that a WLT employee accompanies the injured pupil to hospital and that the rest of the group are adequately supervised at all times and kept together.
- Inform the emergency school contact of the time of incident, location of incident, name of injured pupil and details of their injuries, names of others involved, action taken so far, action yet to be taken (and by whom).
- Write down accurately and as soon as possible all relevant facts and witness details and preserve any vital evidence.
- Keep a written account of all events, times and contacts after the incident.
- Complete an accident report form as soon as possible.
- No one in the group should speak to the media or give the names of those involved to anyone except the emergency services; media enquiries should be referred to the headteacher.
- No adults or pupils in the group should discuss fault, blame or legal liability.

APPENDIX 2: PRO-FORMERS FOR EDUCATIONAL TRIPS

Form 1	WLT school visit risk assessment
Form 2	Application for a day trip
Form 3	Application for a residential trip
Form 4	Budget template for school trips
Form 5	Volunteers on school trips
Form 6	Guidance for parents and carer volunteers on school trips
Form 7	Educational trip packed lunch

APPENDIX 3: LOCAL PROCEDURES AND ROLES

Roles and responsibilities for educational visits in each school

Each school within the Trust operates with its own practical arrangements for managing educational visits.

Whilst the overarching procedures and standards are consistent across the Trust, the implementation is tailored to the context of each school, designating the roles of EVO, EVA, and EVCo to key individuals to ensure the safe and effective planning and delivery of visits.

Each school's arrangements are hyperlinked below:

- Chesterton Primary School
- Chestnut Grove Academy
- Fircroft Primary School
- Paxton Academy
- Ravenstone Primary School
- Thomson House School