



CALDEW SCHOOL

TRIPS AND VISITS POLICY

*Reviewed under C&PW Committee
On school website
Reviewed annually
Adopted: September 2017
Next review: July 2018*

NOTE: Caldew School is an Academy and where reference is made to school(s) this should be taken to refer to 'academy' in so far as the reference specifically applies to Caldew School.

Principles

1. Caldew is committed to the additional dimension which direct experience of the real world outside the classroom can bring to learning. Therefore, the following axioms underpin our policy:
 - Educational trips and visits play an important part in the life of the school both as an integral part of the curriculum and as extra-curricular activities.
 - Trips and visits both enhance students' learning and experience of particular subject areas and contribute to the growth of their social and personal skills.
 - Trips and visits are valuable in opening students' eyes to wider horizons locally, nationally and internationally and enhance their understanding of the global community.
 - Trips and visits present opportunities for fostering positive relationships between teachers and students which has a beneficial impact in school
2. However, whilst on the one hand recognising the value and potential for enrichment which such trips provide, on the other hand governors are also aware that:
 - trips which take students out of school may be disruptive to other aspects of their or other students' learning.
 - all trips present risks of varying degrees of extremity which pose issues of health and safety.
 - the opportunity to participate in trips may not be equally available to all students and thus inadvertently lead to disadvantage for some students.
 - trips which have to be funded by voluntary contributions can place a financial burden on parents.
3. The educational value of a particular trip or visit may not always be self-evident. It is, therefore, incumbent on staff organising an out-of-school event to inform parents of the rationale behind, and benefits of, a particular trip or residential activity. In proposing an educational trip, staff should consider:
 - the clarity of the educational value of the proposed trip.
 - the practicality of the trip and its timing. What impact arrangements may have on other staff and students? Does the value clearly justify the disruption?

- the impact on parents. How much will the trip cost and what other calls there may have been on parents for other out-of-school activities? Is this the most cost-effective way of achieving the desired learning outcome?
 - equal opportunities – is the trip excluding students because of cost or other aspects of the arrangements in a way which may be deemed to be providing unfair advantages to one group of students as opposed to another?
4. This policy is accompanied by a set of procedural steps (Annex A) which are designed to enable governors to: i) fulfil their legal obligations and ii) take an overview of the annual programme of trips and visits in order to ensure that a balance is achieved between the value to participating students and the impact that trips and visits may have on others.

Organising trips and visits

1. In general, trips should be arranged at times and in ways which do not impinge on the rest of the school ie at weekends; in holiday time; or after school and evenings.
2. Trip Categories – Criteria for Approval

Category A

Trips which are integral to a course (eg vocational workplace visits) will be supported but within the staffing guidelines indicated below. Trips which relate directly to specific skills taught in a subject (eg languages, geographical field work, art gallery trips) will have priority over other subject related trips.

Category B

General interest subject-based trips / Exchange Visits which will only be supported if in so doing there is no adverse impact on the feasibility of other trips in category a) eg Science Museum, Farne Islands trip, general interest theatre trips.

Category C

Social trips should not generally be arranged in school time.

3. Staffing of trips and visits

All trips will be arranged giving consideration to the guidance regarding effective supervision which is published on EVOLVE

4. Charging and voluntary contributions

There are strict guidelines which define when schools may charge for trips and visits. (See the Caldew School Policy for Charging for School Activities).

5. Monitoring of Impact

Each year the Curriculum and Student welfare Committee shall receive a detailed report breaking down the exact maximum costs that students in each year group may have been liable for within the previous year.

6. Financial Support

A fund will be earmarked within the School Budget as a reserve from which requests for financial support can be met. The amount set aside will be reviewed annually.

Communication of policy

The school will, at regular intervals, make the existence of this policy known to parents and details will be published annually on the school website.

Staffing and support for this policy

1. Governors will ensure that a member of staff is designated as Educational Visits Co-ordinator and that he or she will be trained in this role and receive regular updates.
2. The school will ensure that all members of staff are made aware of the Educational Visits Co-ordinator and made aware of the related policy and procedure.
3. The Clerk to the Governors and the Education Visits Co-ordinator will maintain an up-to-date bank of guidance on organising trips and visits.

Trips and Visits - Procedural Steps

a) Approval

- 1 All trips and visits must be approved in advance. Details can be found in the Staff Handbook which has a flowchart for both residential and non-residential trips. Governors have an interest in all trips and visits.
 - (i) All residential trips must be approved by the Governing Body via the Curriculum and Student Welfare Committee. (In extremis, the chair of the Curriculum and Student Welfare Committee, or in his absence the Chair of Governors, may make a decision and report to the committee.)
 - (ii) Approval of agreed day trips is delegated to the Headteacher, although a record of approved trips will be presented at the end of each year. These reports will be available to the full Governing Body through the minutes of the committee.
- 2 No residential trip may go ahead to the stage of involving students/parents until the agreement of the Governing Body has been secured. No day trip may go ahead to the stage of involving students until the agreement of the Headteacher has been secured (see step 4 below).
- 3 To signal the intent to organise a trip or visit, organisers should firstly complete the 'Application for Approval for an Out of School Visit' form and the 'Assessment of Risks: Checklist'. The second form is critical and should be completed for any trip, including repeats. Transport forms, if applicable, should also be completed.
- 4 Approval of the trip or visit can only be assumed once the detailed planning form has been returned with, if residential, the authorising signature of the chair of the Curriculum and Student Welfare Committee, and if a day or evening trip, the signatures of the Headteacher and administrator in charge of staff cover.
- 5 In planning a trip or visit it is important to take into account the cycle of meetings to ensure that approval can be achieved **in advance**. For significant residential trips, for example, the approval should be more than a year in advance of the proposed date. The Curriculum and Student Welfare Committee meets five times a year and the dates are available through the school calendar in SIMs. Paperwork should be given to the Clerk to the Governors in good time for these meetings.
- 6 Day and evening trips may often require organisation at short notice. The Headteacher will consider any requests for daily trips and visits and will try to ensure that authorisation to go ahead with arrangements can be achieved quickly if necessary.

b) Planning

- 1 To ensure that trips and visits run successfully and safely, it is vital to follow routine procedures and checks in forward planning for the event. Teachers have 'a higher duty of care' placed upon them when responsible for students off the school site. It is therefore crucial that every trip out of school is meticulously planned and documented. Following the school 'assessment or risks checklist' (see above), which has been

compiled to be comprehensive but to keep bureaucracy to a sensible minimum, should enable any member of staff to consider that relevant safety and organisational factors have been considered.

- 2 All level 2 trips must be processed via EVOLVE (level 2 = residential, overseas, adventurous activity) which should be completed fully before the trip takes place. The trip must secure approval at least 30 days in advance of departure from the LA Trips and Visits officer.(as per the Service Level Agreement)
- 3 The school endorses the LA guidelines which are outlined in the document 'Health and Safety of Students on Educational Visits: A Good Practice Guide' (DfE). This document has a 3-part supplement: (i) Standards for LAs in Overseeing Educational Visits (ii) Standards for Adventure (iii) A Handbook for Group Leaders. It is vital that these guidelines are followed. The aim is not to inhibit teachers from taking students out of school, but to reduce the potential for mishap to a bare minimum. The guidelines can be found on the School Portal. In Law the school must ensure that all reasonable eventualities have been considered before a trip takes place.
- 4 The best check for a teacher who has limited experience in leading a party of students on a trip or visit is to consult with a member of staff who is experienced in organising such events. The school has an Educational Visits Co-ordinator (EVC) who is trained in the latest requirements. **The EVC for 2017-18 Academic year will be Miss Laura Devlin.**