



SUTTON COLDFIELD GRAMMAR SCHOOL FOR GIRLS
Educational Visits Policy (Parents)

DATE: November 2024

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Contents

1. Context.....	3
2. Application.....	3
3. Types of visit	4
4. Roles and responsibilities	4
5. Staff Competence	5
6. Approval.....	5
7. Educational Visits Checklist.....	6
8. Parental Consent.....	6
9. Inclusion.....	6
10. Charging / funding for visits.....	7
11. Transport.....	7
12. Insurance	7
13. Emergency procedures	7

1. Context

1.1 We believe that educational visits are an integral part of the entitlement of every student 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 Sutton Coldfield Grammar School for Girls a supportive and effective learning environment. The benefits to students 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.
- Improved achievement and attainment across a range of curricular subjects. Students are active participants, and independent learning skills can flourish.
- Enhanced opportunities for real world, learning in context and the development of character strengths.
- Increased risk management skills through opportunities for involvement in practical risk-benefit decisions in a range of contexts. i.e. encouraging students 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 and cultures.
- Improved awareness and knowledge of the importance and practices of sustainability.
- Physical skill acquisition and the development of a fit and healthy lifestyle.

2. Application

2.1 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.

2.2 This Educational Visits Policy is written in line with National Guidance from OEAP (The Outdoor Education Advisers' Panel) www.oeapng.info. Sutton Coldfield Grammar School for Girls uses Evolve, the web-based planning, notification, approval, monitoring and communication system for off-site activities.

2.3 All staff are required to plan and execute visits in line with existing school policies and OEAPNG (OEAP National Guidelines). Staff are particularly directed to be familiar with the School's:

- Child Protection and Safeguarding Policy
- Behavior for Learning Policy
- Equality and Diversity Policy
- Health and Safety Policy
- Charging and Remissions Policy
- The Staff Code of Conduct
- The roles and responsibilities outlined within OEAPNG, Appendix 4

3. Types of visit

3.1 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.

**An adventure activity is an activity which is exciting and challenging, often takes place outdoors, and which may involve significant inherent risk of harm if not managed appropriately.*

4. Roles and responsibilities

4.1 **The Governing Board** will:

1. Review and approve recommendations for residential, adventurous and overseas trips (delegated to the Curriculum Committee).
2. Evaluate annually the range of activities offered and participation rates (delegated to the Curriculum Committee).
3. Review and approve the charging and remissions policy in relation to Educational Visits (delegated to the Finance Committee).

Note: Individual governors may request 'read-only' access to Evolve.

4.2 **The Headteacher** will:

Make sure staff, including the Educational Visits Co-ordinator (EVC) have received necessary training. Overall responsibility for trips lies with the Headteacher. However, responsibility for the approval of trips has been delegated to the Deputy Headteacher: Curriculum & Assessment.

4.3 **The Deputy Headteacher: Curriculum & Assessment** has responsibility for authorising all visits, and for submitting all overseas, residential or adventurous activity visits to the Curriculum Committee for approval.

4.4 **The Educational Visits Coordinator (EVC)** is The Facilities and Compliance Manager, Andrew Parker, 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

Deputy Headteacher: Curriculum & Assessment. The EVC sets up and manages the staff accounts on Evolve and uploads generic school documents.

4.5 **Visit leaders** are responsible for the planning of their visits, and for entering these on Evolve. Every educational visit will have one member of staff designated as the trip lead, this will usually be the visit leader. They will obtain outline permission for a visit from the Deputy Headteacher: Curriculum & Assessment, or EVC in the absence of the Deputy Headteacher prior to planning, and before making any commitments. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements. Local visits linked with P.E. are not required to seek approval, but the Visit Leader must complete the Local Area Visits form on Evolve.

5. Staff Competence

5.1 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:

- A mentoring 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.

5.2 In deciding whether a member of staff is competent to be a visit leader, the Deputy Headteacher: Curriculum & Assessment 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 students, the venue, and the activities to be undertaken.

6. Approval

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

1. Local visits follow the 'Extending learning locality' procedure (Appendix 1), approval is granted automatically on completion of the Evolve Local Area Visits Form.
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 14 days in advance of the trip taking place, to then be forwarded to the Deputy Headteacher: Curriculum & Assessment for approval.

3. Visits that are overseas, residential, and/or involve an adventurous activity ([Search Results | \(oeapng.info\)](#) for definition of 'adventurous') are submitted by the Deputy Headteacher to the Curriculum Committee of the Governing Board for approval, at least 26 weeks in advance of the trip taking place. The trip leader will use the Outline trip approval form (Appendix 5) to obtain outline permission, for a visit from the Deputy Headteacher: Curriculum & Assessment, or EVC in the absence of the Deputy Headteacher prior to planning, and before making any commitments. Once all plans have been made, all trip related information will be submitted to Evolve advice a minimum of 4 weeks before the planned trip date for final approval.

7. Educational Visits Checklist

7.1 Sutton Coldfield Grammar School for Girls Educational Visits Checklist forms a key part of the risk management process for visits and off-site activities. This has been adapted from the National Guidance generic checklist. A visit will only go ahead if the answer to all relevant questions is 'YES'. Sutton Coldfield Grammar School for Girls Educational Visits Checklist may be downloaded from Evolve Resources. (Appendix 3).

8. Parental Consent

8.1 At the start of each academic year a blanket consent will be obtained for trips that fall within core school hours and do not have a cost attached.

8.2 Specific, (i.e. one-off), parental consent must be obtained for all visits that have a cost or fall outside of core school hours. For these visits, sufficient information must be made available to parents (via School Gateway, letters, meetings, etc), so that consent is given on a 'fully informed' basis. As above, parents/carers have the option of consenting online via School Gateway, or through a traditional paper consent form.

9. Inclusion

9.1 All students are entitled to participate, irrespective of protected characteristics (see [Discrimination: your rights: Types of discrimination \('protected characteristics'\) - GOV.UK \(www.gov.uk\)](#))

9.2 Where the number of students wishing to participate in a trip could exceed the number of places available, students will be selected equitably, e.g. by ballot. Reasonable time (ideally one week) will be allowed between letters being issued to students and the deadline for parental responses. Once the deadline has passed, the trip leader will hold a ballot to select students from whom responses have been received.

10. Charging / funding for visits

10.1 A voluntary contribution will be requested to assist in funding trips, if there is a shortfall in funds the trip may be cancelled, and any payments made would be refunded.

10.2 Information about financial assistance eligibility for students participating in educational visits is contained in the school's Charging and Remissions Policy. Charges will not be made for curriculum-based activities and/or resources where a student is registered for Free School Meals and/ or in receipt of Pupil Premium.

11. Transport

11.1 Sutton Coldfield Grammar School for Girls own a minibus. All drivers will have their driving licence checked annually for endorsements and entitlements. A pre-journey inspection of the minibus will be carried out by the driver. Only drivers who have completed a MIDAS driving course will be permitted to transport students. The amount of supervision on the minibus will be decided based on the following criteria: risk, age, maturity, behaviour, special needs, medical issues and duration of the journey.

11.2 The school follows National Guidance for travel by coach. A minimum of two supervising adults will be on each coach, of which one will be a school member of staff. Prior to any journey, students will be instructed they must wear their seatbelt at all times and briefed on conduct and expectations.

11.3 **Use of staff cars to transport students** – This will only be allowed where a risk assessment shows that the benefits outweigh the risks, or in an emergency or other unforeseen circumstances where the child or young person would otherwise be at greater risk. Where possible a minimum of two supervising adults will be in the car, of which one will be a school member of staff. Further guidance can be downloaded from Evolve Resources and Contents | (oeapng.info)

12. Insurance

12.1 Sutton Coldfield Grammar School for Girls will ensure insurance is in place prior to any visit taking place.

13. Emergency procedures

13.1 For visits that take place outside the 'extended learning locality', the visit leader will carry an 'Emergency Procedures for Visit Leaders' Card' (Appendix 2).

13.2 A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the visit leader and Senior Leadership Team.

13.3 The school has an emergency plan in place to deal with a critical incident during a visit (see Appendix 2).

13.4 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 the school will follow the business continuity plan and assistance will be sought from the RPA (insurers) and Brown Jacobson (legal).

INITIAL EQUALITY IMPACT ASSESSMENT FORM

Name of policy/activity/project:

Educational Visits Policy (Parents)

Is this a new or an existing policy/activity/project?

Existing policy updated

Scope/timescales for project or activity (including review date):

Approved in Nov 2024. To be reviewed in Nov 2026

Policy/project lead and Author of Equality Impact Assessment:

Mrs K Downing, Deputy Headteacher (Curriculum and Assessment)

Outline of main aims of this activity/policy/project:

To provide guidelines for all members of the school community about the school's policy and procedures with regards to Educational Visits.

Who will benefit/be affected by this policy/activity?

Students of Sutton Coldfield Grammar School for Girls

If an existing policy/activity, do you have any data of use by or impact on different groups which may raise concerns over an equality impact?

No concerns

Does the activity have the potential to impact differently on groups due to a protected characteristic (eg race/ethnicity, gender, transgender, disability, religion & belief, age, sexual orientation, maternity/paternity) for:

(a) Students and members of the community? (eg The Governing Board, students, contractors, visitors, hirers of the premises, agency staff, suppliers etc). Which groups are likely to be affected?

No

(b) Employees?

No

Does this activity make a positive contribution to the School's general or specific duties under the Equality Act 2010? If yes, please detail.

Yes – the Policy applies to all equally

Having reviewed the potential impact of the policy/activity listed above, **I believe a full impact assessment is required / NOT required** (delete as applicable with justification below)

Full impact assessment is not required

Justification: The policy is of equal benefit to all students, regardless of gender, race, religion, sexual orientation etc.

Name: Mrs K Downing Date: Nov 2024

