

EDUCATIONAL VISITS POLICY

Reach Academy Feltham

October 2015



Signature:

Date:

Introduction to Educational Visits

All offsite visits and activities (apart from work experience or college placements, and Duke of Edinburgh Award Scheme expeditions, which are dealt with separately) that are organised and undertaken by the school are regarded as 'educational visits'. Whenever pupils leave the school site under the direct or indirect supervision of school staff, they are undertaking an educational visit.

Visits can be:

Local	In the local area, either within walking distance or a journey under one hour.
National	Anywhere in the UK, requiring transport such as train, coach or even aeroplane
International	Outside the UK, requiring transport such as ferry, aeroplane, coach.
Residential	A trip which requires at least one overnight stay (Category 3: in the UK, Category 4: Overseas)
Non-residential	A trip which can be achieved in one day, where pupils leave in the morning and return the same day. (Category 1: regular / routine trips eg. a weekly or half-termly visit; Category 2: a one-off excursion)

Philosophy and Principles

Reach Academy Feltham aims to offer children a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for adult life. The school's Principal and governors recognise the value and importance of learning outside the classroom, and encourage staff to organise educational visits that enrich the curriculum and enhance the learning and development of our pupils.

Compliance

The school's policy does not need to comply with the LA's Educational Visit Code of Practice and Safety Guidelines. However, the school's Educational Visits policy should also be read in conjunction with the other relevant school policy documents, such as the following:

- Health and Safety policy
- Safeguarding policy
- Equal Opportunities/Inclusion/SEN
- Finance & Resources policy

Access to Policies and Guidance

Staff involved in the leadership and management of visits should be familiar with all relevant guidelines and policy documents, and should know how/where this information can be accessed. There will always be an up-to-date version of all policies on the VLE.

Roles and Responsibilities

The Principal, Ed Vainker, has overall responsibility for all the school's educational visits. If the Principal is absent or unavailable, Rebecca Cramer will act as the appointed deputy, and fulfil the same responsibilities regarding the management and approval of educational visits. The lead teacher proposing the visit will be the designated teacher for that particular educational visit.

The trip leader for the particular educational visit will oversee the planning and organisation of the particular visit, and receive advice and guidance from the Principal or the Deputy Principal, including recommendations regarding the approval of visits.



Admin support will be provided by the admin assistant responsible for the phase (Catherine Tobin for Primary and Nikki Frank for Secondary). This role involves sending out parent letters, obtaining medical details and consent forms. They will also be responsible for preparing trip packs for all staff with registers, medical and contact details of all pupils and staff, plus any other information as provided by the trip lead e.g. entrance tickets, train tickets, maps etc.

Advice and Guidance

Staff should seek advice and guidance regarding educational visits from:

- the Principal;
- AP for the phase; and
- other experts with specialist/local knowledge (e.g. National Park ranger).

Monitoring

To assure quality of standards on educational visits:

- the school's Principal, and/or the Secondary Headteacher, and/or the AP for the phase, will accompany at least one visit per year to monitor real practice, and to assist with the review of policies and procedures, and one member of SLT will be on every visit; and
- records of these monitoring visits are stored in a sub-folder in the Educational Trips and Visits area of the T drive.

Planning and Approval Procedures

All visits will require a full list of pupils involved, and relevant contact and medical details to be left at school, and taken on the excursion. Visits should be recorded, checked, and approved in accordance with the following procedures.

Category 1 - DAY VISITS (ROUTINE)

Visits that take place on a regular basis throughout the year, or over a specific period of time (eg. a series of six weekly visits)

For example: visits to local library / swimming pool / away sports matches.

Category 1 visits should be recorded using:

- In-house form: Risk Assessment and trip outline (to be downloaded from the VLE)

Category 1 visits should be checked and approved:

- Internally - by the VP (with Principal or AP support)

Category 1 visits should be submitted for approval:

- at the beginning of the academic year to obtain "blanket approval" for the year, and/or
- at least 4 weeks in advance of the first of a series of visits.

Category 2 – DAY VISITS (NON ROUTINE)

One-off or occasional visits e.g. day visit to local museum or point of interest.

Category 2 visits should be recorded using:

- In-house form: Risk Assessment and trip outline. (to be downloaded from the VLE)

Category 2 visits should be checked and approved:

- Internally - by the VP (with Principal or AP support)
- In addition, the Governing Body should be informed of visits that will take place / have taken place.

Category 2 visits should be submitted for approval:

- at least 4 weeks in advance of the visit.



Category 3 – UK RESIDENTIAL VISITS

Visits that involve one or more nights away from home in UK or Overseas.

Category 3 visits should be recorded using:

- In-house form: Risk Assessment and trip outline.

Category 3 visits should be checked and approved:

- Internally – by the Principal (with VP, AP and Governor support).

Category 3 visits should be submitted for approval:

- at least 6 weeks in advance of the first of the visit.

Category 4 – OVERSEAS VISITS

Residential or day visits to any place outside England/Scotland/Wales.

Category 4 visits should be recorded using:

- In-house form: Risk Assessment and trip outline.

Category 4 visits should be checked and approved:

- Internally - by the Principal (with VP, AP and Governor support).

Category 4 visits should be submitted for approval:

- at least 8 weeks in advance of the first of the visit.

For visits with significant financial commitment, 'Outline Approval' should be obtained before firm bookings are made.

If any of the above four types of visit involve what may be regarded as 'High risk activities or environments' they MUST be given classification of *HIGH RISK*.

All day visits, or residential or overseas visits that involve hazards that are significantly different or more serious (in terms of severity and/or likelihood) than might normally be encountered in everyday or school life. For example: a weekly climbing day visit, a day visit to dry ski slope, a residential stay at outdoor centre, an overseas trekking expedition. The risk assessment form will clearly show the risk level of the trip, thus it is essential that this is filled out as soon as possible in the planning of the trip.

HIGH RISK visits

All *HIGH RISK* visits should be checked and approved:

- Internally - by the Principal (with Governor support).

All *HIGH RISK* visits should be submitted for approval:

- at least 8 weeks in advance of the visit.

For visits with significant financial commitment, 'Outline Approval' should be obtained before firm bookings are made.

Visit Objectives

All educational visits should have a defined purpose, with clearly stated, justifiable educational objectives, or else they may not be approved. Reach will seek to support requests for visits which contribute to our mission and vision for our pupils, within time and resource constraints.

Selection of Pupils

Every effort will be made to ensure that school journeys and activities are available and accessible to all who wish to participate, irrespective of special educational or medical needs, ethnic origin, gender or religion. However, there may be cases where pupils are legitimately excluded from excursions (please see the behavioural policy).

Selection of Staff



The Trip Leader

The Trip Leader must be assessed and approved as suitable and competent to fulfil their role and responsibilities by the Principal, Vice Principal or Assistant Principal.

- Deputy Leaders should usually have been Assistant Leaders on at least one similar visit;
- Overall Group Leaders should usually have been an Assistant or Deputy Leader on at least three similar visits, and a Deputy Leader on at least one of those visits.

The Principal might require Trip Leaders of more complex and demanding visits (e.g. ski visits or overseas expeditions) to have much broader leadership experience, and perhaps trip appropriate training / skills (eg. proficient ski experience)

Deputy, Assistant and Volunteer Leaders

Visits usually require a Deputy Leader who is able to deputise, and take full responsibility for the Trip Leader, if necessary.

Assistant Leaders should be chosen carefully, and must be assessed and approved as suitable and competent to fulfil their roles and responsibilities by the Principal, VP or AP, and the Trip Leader. They will undertake specific duties as designated by the Trip Leader and / or the Deputy Leader, and may be staff who are interested in gaining experience before leading a trip in the future.

Volunteer Leaders will be responsible for groups of children and will answer to the Assistant, Deputy or overall Trip Leader. Volunteers are likely to be members of teaching staff who are happy to help run the trip, but may also include classroom assistants, parents or Sixth Formers.

Leaders should consider carefully the implications of family members of staff or pupils being present, and the possible complications that might arise.

The school has a responsibility to ensure that all adults involved in the supervision of children during school-related activities (including visits) are suitable people to work with children, and pose no threat to the young people in their care.

Concerns about possible child abuse or poor practice by a member of staff, volunteer or other adult should be reported immediately.

Young people on educational visits should at all times have ready access to a competent adult who has an appropriate level of first aid training. This normally requires at least one of the group's leaders to have an appropriate and current first aid qualification (6-8 hours of emergency aid training is the minimum training recommended for leaders on educational visits). All records of staff first aid training are held by the admin office.

The Principal should be consulted regarding the involvement of the following:

- Teaching assistants
- Sports coaches
- Parents/Volunteers

Supervision Ratios

Effective supervision is of the utmost importance in maintaining the safety and welfare of the children on educational visits.

We provide recommended minimum staffing ratios, but the choice of staff and the decision regarding ratios is still a matter of judgement for the Principal, after consultation with the Trip Leader and other stakeholders, as part of the risk assessment and management process.

PUPIL GROUP BY AGE AND MINIMUM SUPERVISION REQUIRED

Foundation	(2-5yrs) – 1:5
Key Stage 1	(5-7yrs) – 1:10
Key Stage 2	(8-11yrs) – 1:10
Key Stage 3	(12-14yrs) – 1:15
Key Stage 4	(14-16yrs) – 1:15
Key Stage 5	(16-18yrs) – 1:15



It is good practice to always have at least two adults accompanying any off-site experience so that there is some flexibility and reserve capacity. For overseas visits, additional reserve capacity and flexibility are advisable. For mixed gender group trips, it also good practice to have mixed gender staffing.

Particular consideration should be given to staffing levels required for visits that involve adventurous / high risk activities, and those that involve indirect or remote supervision. The Principal should be consulted as staffing ratios here may be risk assessment and venue dependent, and require a much higher staff:pupil ratio.

Selection of Venues (including accommodation)

As part of the overall risk assessment process, and in keeping with their legal duty of care, the Trip Leader must take reasonable steps to check that any accommodation (e.g. youth hostel) that is used, and any venues (e.g. castles or museums) that the group plans to visit, are suitable, satisfactory, and acceptably safe. Trip Leaders may especially need to consider separate staff/pupil accommodation, bathing facilities and changing areas. Many organisations now have websites or supply teacher information packs that provide all reasonable assurances regarding standards, or have obtained a Learning Outside the Classroom 'Quality Badge'.

When planning a visit, the Trip Leader (and other group leaders) should, always in the UK, and wherever possible overseas, undertake an exploratory visit to inspect and familiarise themselves with the accommodation to be used and venues to be visited.

High risk activities and environments

Leaders who organise visits that involve high-risk activities and environments must be aware that such visits normally require a greater degree of planning and preparation by virtue of their complexity and unpredictability.

All Category 1 and 2 (Day), Category 3 (UK Residential) and Category 4 (Overseas) visits that involve high risk activities and environments are classified as *HIGH RISK* and must be approved by the Principal and Governors.

Leaders and other supervisors must be sufficiently competent to supervise pupils in the activity/environment. Competence derives from knowledge, experience, training and personal qualities and may be evidenced by holding relevant training certificates or previous trip leadership.

The school keeps a record of staff qualifications, training and leadership experience. This is stored:

- on the admin section of the VLE; and
- and additional hard copies of information in the Educational Visits file, where appropriate.

Trip Leaders should plan alternative activities and venues to cater for possible changes in circumstances (e.g. worsening weather or rising river levels), and all staff should be aware of these possible contingencies. The Principal, VP or AP in charge of signing off the trip will ask to see and check these plans.

Risk Assessments and Management

The school has a legal duty of care for its young people, and must therefore give careful consideration to the hazards involved during an educational visit, and ensure that risks are managed at reasonable and acceptable levels.

The Trip Leader should undertake an appropriate risk assessment for each visit, and this should be shared/discussed/agreed by all visit leaders (staff and volunteers) before the visit takes place. Appropriate written evidence of this process is recorded on a risk assessment form, with any additional information attached. The generic risk assessment forms are located on the VLE and should be personalised for each trip after the Trip Leader has visited the location.

The process of risk assessment should be a positive means of raising awareness of hazards and prompting constructive discussion regarding the best means of risk management – it should therefore be of real practical value to the leaders and group members, not just a paper exercise.



- all relevant generic risk assessment forms are reviewed, amended, and agreed at the start of each academic year by all relevant staff, including a member of the SLT;
- these generic forms are stored on the VLE and staff handbook, and staff are encouraged to reference these if unsure about agreed practice or before undertaking visits that they are less familiar with;
- new leaders/volunteers are asked to read all relevant forms and add their signed agreement before assisting with the leadership of a visit;
- additional specific visit risk assessment information should be completed by the visit leaders for each visit to record and share information about potential hazards and precautions that may be particularly noteworthy for that specific group, doing particular activities, at specific sites on that visit; and
- completed assessments are approved by the Trip Leader and an appropriate member of SLT.

Insurance and Finance Arrangements

The Principal / Trip Leader must ensure that adequate insurance arrangements are in place for all educational visits, and Trip Leaders should check carefully that the scope and level of cover provided is adequate for each visit. Trip Leaders should also check that any external service providers have sufficient public liability cover (normally at least £5 million).

The Trip Leader should ensure that:

- each visit is accurately costed and budgeted for;
- adequate allowances are made for additional unforeseen costs and changes in circumstances;
- financial plans – especially for more complex and committing visits – are checked over and agreed first by the Principal / VP / AP and FRD before financial commitments are made;
- for visits that involve substantial commitment financially (e.g. overseas expeditions), no firm bookings or financial commitments are made until the visit has been agreed and received 'Outline Approval' by the relevant stakeholders;
- the costs of the visit are made clear to all concerned (including parents), including how much will come from school funds, and how much each parent will be charged or asked to contribute;
- money collected for visits is kept in a school account, and secure systems are in place to ensure that money is accessed and accounted for correctly;
- the school bank accounts for visits is: (tbc); and
- the authorization/signatures required for expenditure are: (tbc).

Charging arrangements (for more details see the 'charging & remissions' policy) :

- The costs of the visit should be clear to all concerned; wherever there is a charge to the school, parents will be asked to make a voluntary contribution – the extent to which will be decided on a case-by-case basis; and
- For specifics on this, see the 'charging & remissions' policy.

Overseas Visits

All overseas visits (Category 4) require SLT and governor approval.

Because of the additional complexity and financial commitment involved, staff planning overseas visits should seek outline approval for the visit at an early stage from all the relevant stakeholders, before parents or the school make commitments.

It is good practice, wherever possible, for the Trip Leader to make an exploratory visit to a location. This will always take place for UK visits, however, if this is not reasonably practicable for an overseas visit, then the Trip Leader should gather sufficient appropriate information and assurances (via website/teacher pack) about the location and facilities.

The level of staffing required for overseas visits should reflect not only the direct supervision needs, but also the contingency plans made for emergencies. It is not uncommon for a member of staff to need to return home early or to accompany a group member to hospital.

The Trip Leader must ensure that the party is covered by comprehensive insurance that covers all travel and all planned activities; including medical emergencies, repatriation, personal liability, etc.

Pupils need to carry a note in the relevant foreign language in case they get lost to help re-unite them with the group.

For exchange visits, parents from host families in the UK are required to be CRB checked. Partner schools abroad are expected to make maximum practicable use of the facilities for vetting that are available in their own country.



New organisers of ski visits, overseas expeditions, or other complex overseas visits should obtain specific training and guidance wherever possible before organising a visit.

Transport

As part of the overall risk assessment process, the Trip Leader must take reasonable steps to check that any transport used during the visit is suitable, satisfactory, and acceptably safe, and that any specific legal requirements are met.

Leaders should refer to the generic risk assessments that give detailed recommendations for all standard forms of transport. In particular, Leaders need to consider supervision, medical forms and first aid, emergency contact and school mobile availability, emergency arrangements eg. vehicle breakdown / accident, use of seat belts / booster seats, and pick-up / drop-off arrangements.

The school will develop a list of 'approved' coach, bus, taxi firms which meet our requirements for safety and have a track record of reliable service:
(tbc)

We will also train the pupils about how to behave and conduct themselves on various modes of transport. For example, before getting on a coach we will set up a mock one in the hall and practice getting on and off, saying thank you to the driver, having polite conversation and knowing what to do in an emergency, etc.

Coaches / Buses

For the safe supervision of pupils on coaches/buses, group leaders are required to:

- sit in various locations, spread throughout the coach, and with proximity to emergency exits where possible.
- carry a first aid kit and the school mobile phone

Private Car

The Principal must ensure the safety of pupils travelling by private car, and should:

- assess and decide if the driver is suitably qualified, experienced and competent;
 - inform parents and obtain their written consent (this may not be possible in emergencies);
 - gain assurance on main points of reference – insurance, licence, roadworthy, seatbelts, etc;
 - carry out suitable Child Protection checks (all drivers carrying young people should be CRB cleared);
 - ensure that drivers are aware of any specific requirements;
 - ensure that drivers are aware of their responsibilities and school procedures (e.g. use of seat belts, keeping to speed limits etc);
 - drivers have appropriate insurance – incl. business cover for employees.
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- Regarding visits involving the use of the students' own cars (if applicable): Any private arrangements between pupils are not covered by school control, but if pupils are used as drivers on official school visits the same arrangements as above will apply for transporting pupils;
 - However, by the nature of their age, these drivers will be inexperienced, and there is a significantly higher risk. The school will only use this option where the Principal, VP or AHT has been assured of the suitability of the driver and vehicle;
 - The parents of the passengers and of the driver must be fully informed and give their written consent.

Minibuses

The school follows national regulations and guidance, and all minibus drivers have been assessed and approved by the DVLA.

- minibus servicing and maintenance must be kept up-to-date, and drivers must report concerns/ necessary repairs as soon as possible to the SLT member in charge;
- the Section 19 bus permit must be valid; and
- the number of hours each driver operates the vehicle for must be in line with national regulations, and where necessary, there may need to be more than one driver.



Communication

Parent information and consent

The Trip Leader must ensure that parents/guardians are provided with appropriate and sufficient information about all visits. The amount of information and method of provision will depend upon the type of visit planned and the assessed level of risk involved, however, parents should always be informed in writing via letter at least two weeks before the trip or visit is planned to take place. In addition, information may also be distributed in a newsletter, via the website, or via SMS / social media. When required, for example for a residential / overseas trip, the school (Trip Leader and appropriate SLT / teachers) should also hold a meeting to allow parents to be fully informed and meet staff / ask questions in person. Parents should be clearly informed of the arrangements and responsibilities for collecting a pupil after a visit.

There is no legal requirement to obtain parental consent for visits/activities during normal school hours but it is nonetheless good practice to inform parents and seek consent for any activities that parents might be particularly concerned about.

Parents/guardians of each pupil on a visit are asked to complete and sign a written consent form, whether it be an annual “rolling” consent for routine visits to local sites, or specific consent for a particular visit/activity. Up to date contact and medical details should always be requested via the medical / emergency form.

Any special/medical needs of pupils are collated by the relevant admin staff for the phase, and supervising staff are briefed and trained accordingly. Parents are asked to give written consent to the administration of plasters and off-the-shelf first aid/medication, if deemed necessary.

Emergency / medical forms and information letter / consent forms can be obtained from the VLE.

Staff briefing and emergency procedures

It is important that all staff (including volunteers) involved in the leadership of a visit are fully briefed about each visit.

Staff should be aware of their expected roles and responsibilities before, during and after a visit.

All Trip Leaders and members of staff on the trip should be aware of emergency procedures and how to obtain outside assistance or contact the emergency services if required.

Part of the planning for emergencies must involve the recording of one or more Emergency Home Contact(s) who should be available at any time during the visit.

The Trip Leader must ensure that group leaders have immediate access to the emergency contact details of the SLT and the parents of those on the visit.

A properly equipped first aid kit is always available to staff during school visits and must be checked and taken on all visits. The school first aid kits are stored in the school office.

All staff should be made aware of the conduct and behaviour expected of them during the visit, particularly in regard to issues such as smoking and alcohol use, which is categorically unacceptable.

Briefing and preparation of young people

Providing relevant information and guidance to pupils is an important part of preparing for all school visits.

Pupils should be briefed about safety arrangements and what clothing/equipment should be brought.

Leaders must ensure that pupils clearly understand what will be considered unacceptable behaviour or conduct, and the consequences of non-compliance.

“Buddy systems” are an effective means of promoting safety and welfare within the group.

During any time that remote supervision takes place the visit leader must ensure that pupils are aware of the supervision and emergency contact arrangements, and that they have the necessary skills, maturity, responsibility, knowledge and equipment to operate safely as an independent individual/group.

Pupils should be briefed what to do in an emergency, or if they become separated from the rest of the group; for example, they will be given an emergency contact card, and/ or a meeting point, etc.

Pupils will be taught how to recognise dangers and manage risks sensibly.

Pupils on medication should be told the procedure for taking it; for example, a member of staff will look after and administer it as appropriate.



Documentation

All visit details will be stored / scanned and stored on the school system. Any hard copies of documentation will be stored and retained in the school's central 'Educational Visits' file in the admin office. All information is stored until such time that the Principal decides that all issues / incidents arising from the visit have been dealt with fully.

If no significant incidents occurred during the visit, the school may dispose of the documents after a period of 6 years. If a significant incident occurs during a visit that could be investigated at a later date, all relevant details are retained until the young person becomes 21.

Visit Approval

Low risk day visits (Category 1 and 2) are approved in-house by the Principal using the school's in-house form.

Day visits involving high-risk activities or environments (Cat 1 HIGH RISK or 2 HIGH RISK) are approved by the Governors and the Principal.

UK and overseas residentials (Category 3 and 4) including those involving high risk activities or environments (Cat 3 HIGH RISK and 4 HIGH RISK) are approved by the Governors and the Principal

The Trip Leader must carefully check all visit forms before submitting for approval.

Governors will be updated at meetings about proposed trips and the Principal will use his discretion to call on their objective opinion and expertise when required..

The procedure for Governor Approval involves sharing the visit application, including risk assessment, with the governor(s) at a governing body meeting.

Visit approval status and feedback

The procedure for SLT to notify the Trip Leader of approval decisions and to give feedback involves:

- For low risk day visits (Category 1 and 2) – the approval can be made as appropriate, but at the least by email. The SLT member may give back a signed hard copy, with comments. a meeting will be set to discuss any issues arising, but only once per visit or set of visits, for example, if pupils are going somewhere every week then only one meeting before the first trip is needed, plus a reflection meeting afterwards.
- For high-risk day visits (Category 1 HIGH RISK and 2 HIGH RISK) – The SLT member will send an email or a signed hard copy, with comments, and arrange a meeting to discuss issues arising and check the finer points of the visit.
- For residential/overseas visits (Category 3 and 4) and those involving high-risk activities/environments (Category 3 HIGH RISK and 4 HIGH RISK) - The SLT member will send an email or a signed hard copy, with comments, and arrange a meeting, or a series of meetings to discuss issues arising and check the finer points of the visit.
- If a visit is not approved or only given 'Outline Approval' by a manager, they must give reasons for their decision and state clearly any changes that would be necessary
- If a visit does not obtain the correct level of approval, it will not be actioned until the criteria for approval are met.

Amendments to visits

If there are significant late changes to visit plans that have already been approved or submitted for approval, the Trip Leader must notify all relevant approving authorities (Principal / Governors / SLT) of these changes, and ensure that their additional consent is given.



There should be a clear system for the notification and approval of amendments to visit plans, so that there can be no misunderstanding or confusion by any parties involved.

For low risk day visits (Category 1 and 2) – The amendments must be clearly outlined in writing (either hard copy or email) to the SLT in charge of the sign off.

For all other visits (Category 3, 4 and HIGH RISK) - Minor amendments can be submitted in writing (either in email / hard copy) to the SLT in charge of sign off, who may need to advise the governing body also. For significant amendments that require further consideration and approval, the entire trip approval forms may need to be re-submitted. If in doubt about whether the changes are minor or significant, the Trip Leader should consult the SLT in charge / the Principal for advice.

Post visit reflection and evaluation

It is good practice for Trip Leaders, on return from a visit, to reflect on the visit with the SLT member in charge of sign off and/or Principal, and to record any examples of good practice and lessons learned that might assist with the planning and leadership of future visits.

In particular, it is important to record and review any accidents, incidents, or near-misses (i.e. dangerous incidents that nearly happened, but fortunately didn't). It is important that details are recorded as soon as possible after an incident whilst they are still fresh in the memory, preferably with signed witness accounts. Trip Leaders should take several blank photocopied pages from the school's accident book to record details of any incidents. These can then be copied or added to the school accident book on return home.

Post-visit reviews and evaluations should be recorded and stored on the VLE using the Trip Reflection Form. Post visit reviews and accident/near misses records are reviewed termly by the Principal / SLT / and Governors (where appropriate). Any lessons learned are shared with all relevant staff in the central 'lessons learned' log on the VLE, and any necessary changes to procedures made.

After any major accident, the school will undertake a review of the incident and their emergency procedures, and will share the findings with the Local Authority for the benefit of other schools. Staff are encouraged to express any concerns regarding the organisation and management of visits in writing to the Principal, and these will be taken seriously and dealt with in confidence. If necessary, issues will be considered further by the Governing Body.

Policy monitoring, evaluation and review

This policy will be promoted and implemented throughout the Academy.

This policy is monitored on a termly and annual basis by the Principal and the senior leadership team, who report to governors about the effectiveness of the policy on request.

This educational visits policy is the responsibility of the Governing Body and they review its effectiveness annually. They do this by examining the school's trip evaluations, and by discussion with the Principal. Governors analyse information with regard to successes, lessons learned, and incidents arising from the procedures and trips.