

EDUCATIONAL VISIT POLICY

This Policy was ratified by the Board of Directors on :	Autumn 2024
This Policy will be reviewed by the GLC Board on :	Autumn 2026

GLC Mission Statement

The GLC's mission is to develop active and thriving citizens within a diverse, truly fair and equal community.

This will be achieved through:

- High quality teaching that deliberately develops competencies of curiosity, creativity, communication and critical-thinking;
- An inspiring and meaningful curriculum;
- The development of productive relationships by instilling the values of compassion, resilience, responsibility and aspiration to prepare our young people for learning and life;
- A commitment to the wellbeing of our staff;
- A culture of professional generosity, collaboration, challenge and support throughout the GLC;
- The development of effective external partnerships for the benefit and wellbeing of our community.

Equalities Statement

The GLC's commitment to equality is enshrined in our mission statement to develop 'active and thriving citizens within a diverse, truly fair and equal community'.

We are a vibrant, innovative and successful organisation: we work hard to be the place of choice to work and to learn. Across the 5 academies of the GLC, we pledge that everyone enjoys an equality of opportunity. We work tirelessly to ensure that individual characteristics including age, ethnicity, socio-economic background, academic ability, disability, gender, religious beliefs, sexual orientation are not discriminated against in any way. We create inclusive environments characterised by mutual respect where difference is celebrated.

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The GLC Education Visits Procedure

1. Introduction

Educational visits are activities arranged by, or on behalf of GLC schools which require students to leave the premises, having been authorised to do so by the Head of School, other designated member of staff, or when required, the board.

Educational trips and visits provide opportunities for the curriculum to be broadened and enriched. They are designed to ensure and promote:

1. **Equity and Inclusion [aligning to the Academy values of Aspiration and Compassion]**
2. **Comprehensive Learning Experience [aligning to the Academy values of Aspiration and Resilience]**
3. **Improved Academic Outcomes [aligning to the Academy values of Aspiration and Responsibility]**
4. **Enhanced Motivation and Engagement [aligning to the Academy value of Aspiration]**
5. **Career and Future Preparedness [aligning to the Academy values of Aspiration and Responsibility]**
6. **Social and Emotional Benefits [aligning to the Academy values of Compassion, Resilience, Responsibility and Aspiration]**
7. **Community and Social Benefits [aligning to the Academy values of Compassion, Resilience, Responsibility and Aspiration]**
8. **Adaptability and Resilience [aligning to the Academy values of Resilience and Responsibility]**

Residential trips should further self-discipline, organisation, empathy, tolerance and develop a recognition of our interdependence.

The GLC is committed to providing an entitlement to trips, visits and a residential experience to all young people during their journey through the trusts' schools.

See Appendix 1 for the Primary/ Secondary offer.

This policy sets out our approach to planning and operating educational visits, to ensure the health and safety of our pupils and staff, and to make sure that our visits are available to all pupils. It sets out the roles and responsibilities of staff, pupils and volunteers when it comes to visits.

This policy applies to activities taking place within and outside of normal school hours, including weekends and holiday periods. This includes [but is not limited to]:

- Visits to places of interest in the local area;
- Day visits to places such as museums and other cultural and educational institutions;
- Sporting activities;
- Adventurous and recreational activities;
- Residential trips organised by a GLC school;
- Trips abroad organised by a GLC school.

Trips will be categorised as low risk or high risk so that the appropriate planning and risk management can be considered and implemented. Any trip that is categorised as higher risk will be approved by the Head of School. The Board of Directors will approve residential or overseas trips.

2. Legislation and Guidance

This policy is based on the Department for Education's guidance on [health and safety on educational visits](#), and the following legislation and statutory guidance:

- [Equality Act 2010](#)
- [SEND Code of Practice](#)
- [Keeping Children Safe in Education](#)

GLC trips and visits for pupils in the Early Years Foundation Stage [EYFS], will adhere to the [statutory framework for the Early Years Foundation Stage](#).

At the GLC, we will endeavour to use organisations that have the [Learning Outside the Classroom Quality Badge](#) as they meet nationally recognised standards.

3. Roles and responsibilities

3.1 Head of School

The Head of School is responsible for:

- Approving staff requests for educational visits [except residential] see appendix 2, including having final authority to approve any educational visit of less than 24 hours. A term's notice should be given as far as possible;
- Making sure staff, including the educational visits coordinator, have received any necessary training;
- Working with the GLC board to approve residential trips of more than 24 hours.

3.2 The educational visits coordinator [EVC]

GLC appointed EVCs are as follows:

Gateway Academy	Jo Jaffa
Gateway Primary Free School	Casey Townsend
Herringham Primary Academy	Jo Sanham
Lansdowne Primary Academy	Kathryn Luckin
Tilbury Pioneer Academy	Teresa Flemming

EVC - Primary trust lead- Jo Sanham (HPA)

My role is to follow a planned schedule of educational visits/workshops for the academic year. I collect and collate information from all four primary schools to allow me to book venues and transport to the highest standard possible for all year groups. This also involves producing letters for parents and to make sure all other EVCs have the required information to move forward in their own schools to prepare for the day.

Their role is to:

- Oversee and guide other staff to arrange and organise educational visits;
- Assess the ability of other staff to lead visits and a designate suitable trip lead for each visit;
- Assess outside activity providers;
- Advise the Head of School and GLC board if appropriate when they are approving trips;
- Attend EVC training every 3 years, annual updates and seek advice and guidance when appropriate;
- Evaluate all visits once complete, from planning to the visit itself and use this to improve future arrangements by asking for and collating feedback from trips.

3.3 Trip lead

Every educational visit will have 1 member of staff designated as the trip lead. The trip lead will:

- Plan the proposed visit using the agreed paperwork, taking into account the health and safety risks to pupils, staff and volunteers;
- Assign staff and volunteer roles, as needed;
- Make sure the school has accurate and up-to-date information about the trip destination, to be used in risk assessments;
- Make sure the needs of everyone taking part are considered, including coordinating any additional support needed and included in a comprehensive risk assessment;

- Make sure parents and carers are given accurate information about educational visits, including any costs or necessary equipment not supplied by the school or a third party;
- Communicate key details about the visit and all locations to staff, pupils and parents/carers, including roles and responsibilities and expected behaviour;
- Make sure staff are capable and able to fulfil their roles at all times while responsible for pupils and others.
- Provide feedback to inform future planning and arrangements.

3.4 Staff

Staff have a responsibility to make sure all pupils and staff who take part in visits are kept safe and understand the proper way to prepare for trips, as well as how to act while taking part. Staff will:

- Seek and obtain approval for all educational visits from the Head of School;
- Carry out the required risk assessments and work with the trip lead;
- Communicate with parents and carers and make sure trips are inclusive of all pupils' needs;
- Look out for the health and safety of themselves and those around them;
- Help manage pupil behaviour and discipline as required while on the visit;
- Share any concerns or worries with the trip lead and others, as appropriate.
- Provide feedback to inform future planning and arrangements.
- Will not leave students unsupervised.

3.5 Parents and carers

By agreeing that pupils can take part in educational visits, parents/carers agree that they will:

- Provide all information required, such as emergency contact details and health/medicine information if applicable;
- Sign and return consent forms and any other documentation required in a timely manner;
- Share any concerns or information about their child that may affect or impact their ability to safely take part in the trip.

3.6 Volunteers [Primary only]

Volunteers attending school trips, including parent volunteers, agree to:

- Follow the directions of staff and act accordingly;
- Behave appropriately and model good behaviour for pupils;
- Report any concerns to the trip lead or other staff present as soon as possible;
- Make sure pupils under their supervision are acting safely and appropriately, and raise any issues with staff as soon as possible.

See Appendix 3

3.7 Pupils

Our school Behaviour Policy also applies to all educational visits. This includes the expectation that pupils will:

- Follow instructions given to them while on the trip;
- Dress and behave as expected for the length of the trip;
- Take responsibility for their own safety and the safety of others, reporting any concerns to a staff member or trip supervisor.
- Be reminded that they represent their academy throughout the trip.

Pupils will always be reminded of our behaviour expectations before going off-site for a visit and will be expected to uphold the GLC's Behaviour Policy at all times.

4. Planning and preparation

The decision on whether or not a visit will take place will be made by each GLC's Head of School [taking into account the entitlement plan] and based on factors including:

- Cost [including any potential cost to parents/carers];
- Timing in the school year and any potential clashes;
- Educational purpose and value;
- Disruption to the normal running of the school;
- Health and safety considerations;
- Staff-to-pupil ratio.

As part of the planning stage, information will be gathered by staff proposing the visit, including:

- Location and travel distance;
- Travel plans or options;
- Full cost breakdown, including multiple options where available;
- Resources, including staffing, volunteer, and physical supplies;
- Accommodation options, where needed;
- Insurance detailed, where needed;
- Risk assessment plans and first aid provision;
- What safety measures can be put in place in order to reduce any risks.

See **Appendix 2** for the GLC trip information form for the planning and approval of a visit.

Written/electronic parental consent will be required for trips that take place outside of normal school hours, and for any trips which are categorised as higher-than-normal risk.

In cases where a trip involves activities for more than 24 hours, an overnight stay and/or travel overseas, the Head of School will seek approval of the GLC Board of Directors.

Once the visit has been approved by the Head of School, and the GLC Board of Directors where relevant, staff will communicate with parents/carers and provide trip information.

A comprehensive risk assessment will be completed once the children who are going have been confirmed. The risk assessment will be approved by the EVC, Head of School or Board of Directors as relevant.

Each GLC school will evaluate each visit after its conclusion, from the planning through to the visit itself, to continually improve the planning and experience of our future visits.

4.1. Inclusion [All Different: All Equal]

All students, regardless of background or abilities, should be able to take part in every aspect of GLC life, including visits.

If a young person with a disability, statement of special educational needs [SEND] or an education health and care plan [EHCP], or any other specific needs [e.g. medical conditions including allergies] is participating in the visit, they will have the same support that is available to them during the school day.

Each GLC school will adjust the trip programme where necessary, working with parents/carers to provide additional support, making reasonable adjustments to itineraries, providing additional support staff, and other adjustments as appropriate.

Additional risk assessments will be carried out to ensure the safety of all staff and pupils.

5. Risk assessment

Each GLC school organising a trip or visit will carry out a full risk assessment at least 2 weeks before the start of all trips and in the case of residential trips 6 weeks.

This will be completed using the GLC's risk assessment template [GLC_RA_FORM.docx](#).

See Appendix 3 for the template and an example

Each academy will save them in their trip folder and they will be approved by the EVC, Head of School or Board of Directors.

Existing risk assessments can be found in [Trips 2024-2025](#) or those provided by the destination itself might also be used to support this process.

The risk assessment will include any SEND needs, specific medical issues and allergies [for staff and pupils], the role of additional support on the visit, specified activities to be carried out, as well as risks associated with transport to and from the destination.

A decision will be made about whether staff need to make a preliminary visit to the trip destination as part of the planning and risk assessment process. This will usually be for trips that are higher risk, new venues or where current staff have not visited the venue in the last 2 years.

Trip leads will raise any concerns or questions about potential risks and safety measures with the Head of School and, where appropriate, third party vendors.

Risk assessments will be approved by the EVC, Head of School or Board of Directors, depending on the category of the trip and a copy taken on the visit and another copy left with the EVC.

5.1 Staff ratios, first aid and equipment

Risk assessments for each visit will ascertain the safe level of supervision required. On all educational visits, we will make sure:

- At least 1 male and 1 female supervising adult is present [for mixed pupil groups];
- At least 1 supervising adult able to administer first aid is present on all trips;
- For EYFS trips, at least 1 qualified paediatric first aider is present on all trips;
- Appropriate first aid equipment will be taken on all trips, in accordance with the GLC's first aid and health and safety policies;
- All supervising adults will be made aware of any medical issues or allergies at the start of the trip;
- Adults without a DBS check will not be left alone with pupils at any time;
- The trip lead will take regular headcounts and/or roll calls.

Primary and Secondary ratios are detailed on the trip information approval form.

The visit leader will ensure that they have emergency contact details and dietary requirements with them and they will leave a copy with the EVC and Head of School.

The visit leader will ensure that they take the trip phone, that all members of staff or volunteers have the number and that it is used to communicate with the academy or parents as necessary.

First Aid

The visit leader must ensure that adequate first aid arrangements are made, bearing in mind the nature and location for the activity. All planning and preparation for school visits are the responsibility of the visit leader.

Medicines and medication on school visits:

A designated member of staff should be responsible for the supervision of self administration of medicines. Medicines should be clearly labelled with the child's name and dosage and given to the named member of staff. Parents should advise the group leader of their needs and requirements, as it would be wrong, for example, to separate an asthma sufferer from a prescribed inhaler. It is the parents' responsibility to send all medication that a child may require to take on the trip to the nominated member of staff, such as pain killers/travel sickness medication/blister plasters/sunscreen/upset tummy etc etc. Clear details of the activities will be given in the letter home to parents and at the parents meeting.

First aid boxes and kits

It is essential to carry adequate first aid kits for the group and the group leader will note the relevant number on the risk assessment. First aid boxes should contain a sufficient quantity of suitable first aid materials and nothing else. Antiseptic creams /liquids are not suitable.

5.2 Transport

Transportation for trips will be organised by EVC Trust lead [Primary] and by The Gateway Trip Lead [Secondary] making sure students, staff and volunteers are transported safely and efficiently, with the required first aid provision. The GLC minibuses are also used for transportation and are booked using the GLC.

Minibus Booking Form. Staff are responsible for collecting and returning the key.

Unless previously agreed with parents, transport for visits will leave from, and return to, the school site. Occasionally trips will depart from other places such as Tilbury Train station.

5.3 Use of external organisations

As part of the risk assessment process, we will check that any external organisations providing an activity have appropriate safety standards and liability insurance.

This includes checking that organisations hold the Learning Outside the Classroom [LotC] Quality Badge. Where an organisation does not, we will check additional details as outlined in the DfE's guidance on [health and safety on educational visits](#) to make sure it's an appropriate organisation to use.

We will have a written agreement in place with each external organisation outlining what everyone is responsible for during the activity.

6. Volunteers

Where appropriate, parents and carers may be asked to volunteer to attend and supervise pupils alongside staff members on trips. Where more parents/carers volunteer than required on the visit, those invited to attend will be selected as fairly and transparently as possible, whilst taking into consideration:

- The needs of the students going on the trip;
- The setting and circumstances of the trip;
- Volunteers' skills, attitude and past behaviour, including previous volunteer experience.

Parents/carers selected to volunteer will be informed at least 2 weeks ahead of the visit, and asked to confirm their attendance in writing. They will also be asked to confirm they agree with the expected behaviour.

See **Appendix 6** for the GLC Volunteer Code of Conduct for Educational Visits/ Parent expectation form [Parent expectations 2023-25 \(1\).docx](#)

Volunteers will receive a full induction from staff members prior to the day of the visit where possible, prior to departure, including on their responsibilities, expected behaviour, the process for raising concerns, emergency procedures and contact details, and the expected timetable of the trip.

Where practical and as required by the nature of visits [i.e. when volunteers may be left with children without staff members present], volunteers may be asked or required to undergo safeguarding checks, including DBS checks.

At no point will volunteers on whom no safeguarding checks have been carried out be left alone with pupils or given sole responsibility for the care of a pupil.

7. Communication and consent

When organising a trip or visit, each GLC academy will contact parents and carers but will not seek consent for trips which are low risk and in the local area.

For visits which are outside the local area, parents will be informed at least 1 month before the proposed date of the trip.

We will communicate:

- The date, travel times, destination, purpose of the visit, and the size of the group attending [where relevant];
- Times and details of travel, including drop-off and pick-up times and location;
- Pupil-to-staff ratios and staff qualifications, where relevant;
- Clothing and equipment required, and whether this is provided by the school;
- Expected behaviour and consequences of pupils' failure to meet these standards.

Where required, depending on the category of the trip, parents/carers will be asked to provide written/electronic consent for educational visits by signing and dating a form or completing a google form to be returned to the school.

As most visits are during the school day and will be part of the curriculum, we will not always need written consent. However, we will always inform parents/carers as above about any off-site visits, and give an opportunity for them to withdraw their child. GLC schools will always get written consent before taking nursery-age children off-site.

Parents/carers will also be asked to provide current and relevant medical information and dietary requirements, as well as emergency contact numbers where they can be reached.

In the case of overseas trips, they will be asked to provide passport information and European Health Insurance Card or UK Global Health Insurance Card information, if available.

8. Emergency procedures and incident reporting

Generally, emergency planning will be defined as planning for:

- Serious and unexpected risk;
- Serious and life-threatening injury;
- Individuals going missing;
- A serious breach of safeguarding expectations.

The trip leader will be familiar with these plans for each visit.

In the case of an emergency, the trip leader or other supervising adult will contact the academy office and the Head of School. The CEO will also be notified. The academy office will then contact parents/carers as required, and inform them of changes to plans or cancellations of trips and/or alternative travel plans. This will form part of a wider communication plan that covers how routine communications should be handled in such situations.

1 member of staff will always accompany a pupil seeking medical treatment.

In the case of a pupil being unaccounted for, the trip leader will search the area while another member of staff remains in charge of other pupils. In the unlikely event that a pupil cannot be found within 20 minutes, the trip leader will contact the academy office and Head of School who will notify the parents/carers. The trip leader will then contact the police and provide them with the relevant information so they can take over the search, staying with them to comfort the pupil when found. The remaining staff and adults will return to the school with the rest of the pupils.

All incidents and accidents will be reported in line with our health and safety policy, including required reporting to Ofsted and the Health and Safety Executive [HSE].

Smaller incidents, accidents or near misses that do not require external reporting will still be covered by an internal report, to include steps that can be taken in the future to avoid similar incidents.

There will also be a clear process for evaluating all visits and trips once they have been concluded from the planning through to the visit itself. This will help with evaluating whether planning worked and to learn from any incidents that took place.

9. Charging and insurance

We will follow our GLC's charging and remissions policy at all times.

Parents/carers will not be asked to pay for any educational visit that takes place during school hours. They also will not be asked to pay for any educational visit that takes place outside of school hours if it is part of the National Curriculum, a syllabus for a prescribed public examination, or religious education.

We will sometimes ask for a voluntary contribution to the costs of educational visits but this will be entirely optional [except for residential visits] and will not affect pupils' ability to take part fully in the trip.

We will make sure adequate insurance is in place for all trips, including, but not limited to: cancellation insurance for contracts with external providers, travel insurance, accident and medical cover, and loss of luggage and other personal items.

A nominated member of staff will be identified who parents/ carers can contact if they are struggling to make a voluntary contribution.

support4u-hpa@theglc.org.uk

support4u-lpa@theglc.org.uk

10. Residential visits

The Head of School, together with the GLC Board of Directors, will approve all residential trips longer than 24 hours.

The planning and preparation laid out in this policy will apply to residential visits as well as 1-day visits. In addition, the trip lead will make sure:

- Staff have received any necessary training;
- All necessary permissions and medical forms are obtained at least 1 month before the start of the trip;
- All adults, including volunteers, have had adequate safeguarding checks. Where appropriate – e.g. if the volunteer will be in direct unsupervised contact with pupils – this will include relevant DBS checks.

Parents and carers will be given information about the visit and asked for permission at least 2 months before the first day of the visit. Information shared with parents will include:

- The dates and time of departure and return to school;
- The full address and contact details of the destination;
- Planned activities and options;
- Meal provision;
- Costs and optional charges, including deposits and the date by which this must be received, in line with our charging and remissions policy [this will include information about exemptions];
- Clothing and equipment provided, and what pupils must bring themselves;
- Public health requirements, including any required vaccinations;
- Accommodation options and arrangements;
- The names of staff attending.

For visits abroad, we will make sure that any organisation providing activities holds the LOTC Quality badge or similar local accreditation. We will follow the [Foreign and Commonwealth Office's overseas travel guidance](#) and [foreign travel advice](#) when organising these visits.

11. Review

This policy will be reviewed every 2 years by the GLC Board of Directors.

12. Links with other policies

This policy links with the following policies and procedures:

GLC Health and Safety Policy

GLC Charging and Remissions Policy

GLC Behaviour Policy [secondary and primary]

GLC Child Protection and Safeguarding Policy

GLC First Aid Policy

GLC Special Educational Needs Policy [secondary and primary]

GLC Equality Policy

GLC Early Years Foundation Stage Policy

APPENDIX 1: Entitlement curriculum

Primary Curriculum Grid

[Trip schedule 2024-25.docx](#)

APPENDIX 2: GLC trip information forms

[Primary Trip Information Approval Form](#)

[Secondary Trip Information Approval Form](#)

APPENDIX 3:

GLC Risk Assessment

[GLC RA FORM.docx](#).

Example Risk Assessment

[Example Risk Assessment.docx](#)

Existing Risk Assessments

[Trips 2024-2025](#)

APPENDIX 4:

Trust EVC Primary Booking Form

[GLC TRIPS BOOKINGS 2024-2025](#)

APPENDIX 5:

Primary Feedback form

[Primary Feedback form](#)

APPENDIX 6:

Volunteer/ parent expectations

[Parent expectations 2023-25 \(1\).docx](#)

APPENDIX 7:

Trip Procedure Step by Step Guide

Trip Procedure – Step by Step Guide	Tick	Notes
Trip form		
Booking form		
Letter – Admin <ul style="list-style-type: none">- Drafted- Formatted- Signed [by trip lead]- Letter distributed		

- Consent collated		
Add item to payment system if there is a cost		
Pre visit by trip lead or a member of staff attending - minimum of 2 weeks before trip RA template to be taken and completed with pre visit information.		Staff to complete minimum of 2 weeks before trip –
Staff Attending Year groups to assign adults, liaise with inclusion and get the request signed off by SLT. Once approved, necessary staff will be released. Minimum of two weeks before trip		Trip Lead to arrange in advance for any cover to be arranged in good time.
FSM Lunches Ordered		
First Aid Kit Collected on the day of the trip [including sick bags and change of clothes]		
Trip Leads Pack - Booking confirmation - Travel confirmation - Risk assessment - Emergency contacts - FSM List - Additional Information		

APPENDIX 8:

1. Equity and Inclusion [aligning to the Academy values of Aspiration and Compassion]

Equal Access: Ensures all students, regardless of their socio-economic background, have access to a broad and balanced curriculum.

Reduced Inequality: Helps to bridge the educational gap by providing the same learning and experiential opportunities to all students, promoting an ethos of fairness.

2. Comprehensive Learning Experience [aligning to the Academy values of Aspiration and Resilience]

Broad Curriculum: Provides a wide range of subjects and learning experiences, ensuring students develop diverse skills and knowledge.

Holistic Development: Encourages the development of intellectual, social, emotional, and physical skills, fostering well-rounded individuals.

3. Improved Academic Outcomes [aligning to the Academy values of Aspiration and Responsibility]

Raising Standards: Helps to set clear expectations and standards, potentially leading to improved academic performance.

Consistent Quality: Ensures a uniform quality of education and opportunity across the school, helping all students to achieve their potential.

4. Enhanced Motivation and Engagement [aligning to the Academy value of Aspiration]

Relevance and Interest: A rich, diverse and broad curriculum includes subjects and activities that resonate with students' interests and aspirations, increasing engagement.

Cultural Capital: Exposure to a wide range of subjects and complementary opportunities enriches students' cultural capital, making learning more relevant and inspiring.

5. Career and Future Preparedness [aligning to the Academy values of Aspiration and Responsibility]

Skill Development: Equips students with a broad set of skills useful for further education and the workplace.

Informed Choices: Provides the knowledge and understanding necessary for making informed decisions about future careers and education pathways.

6. Social and Emotional Benefits [aligning to the Academy values of Compassion, Resilience, Responsibility and Aspiration]

Sense of Belonging: Promotes a sense of belonging and community within the school, fostering positive relationships.

Self-Esteem and Confidence: Success across a range of opportunities and subjects can boost students' self-esteem and confidence.

7. Community and Social Benefits [aligning to the Academy values of Compassion, Resilience, Responsibility and Aspiration]

Community Cohesion: Encourages a sense of community and shared purpose, promoting social cohesion and reducing anti-social behaviour.

Parental and Community Engagement: An inclusive curriculum can foster greater parental and community involvement in the school.

8. Adaptability and Resilience [aligning to the Academy values of Resilience and Responsibility]

Adaptable Skills: A broad education helps students to become more adaptable and resilient, preparing them for the uncertainties of the future.

Critical Thinking: Encourages critical thinking and problem-solving skills, essential for navigating complex social and economic landscapes.