



LEARNING OUTSIDE THE CLASSROOM & EDUCATIONAL VISITS POLICY

Reviewed: June 2018

Next review: June 2021

Signed on behalf of the Governing Body

.....*Karen Walker*..... **Date:**.....25th June 2018.....

Introduction

West Tytherley CE Primary School is committed to providing a broad, balanced curriculum for all pupils, and outdoor learning and educational visits is a key feature of our provision. We are committed to providing memorable, real-world educational experiences for all our pupils through visits and visitors to enrich and enhance their learning experiences, deepen knowledge and understanding and increase skills and confidence. In addition, we believe that these types of experiences also help to promote our pupil's spiritual, moral, cultural, mental and physical development - preparing them for the opportunities and experiences of adult life.

This policy will set out the key procedures that need to be followed when planning and undertaking outdoor learning and educational visits, in order to ensure they are not only worthwhile learning experiences, but also undertaken in a safe and responsible manner.

Aims and Outcomes

Educational visits, including residential visits, provide a context for learning, requiring children to use their skills, knowledge and understanding in real, and often complex, situations; this helps them understand and remember what they are learning about in a meaningful way and brings the curriculum to life.

We believe that there are several key outcomes for pupils from experiencing high quality outdoor education (in line with OEAP guidance):

- **Enjoyment and fulfilment:** children enjoy participating and adopt a positive attitude to challenge and adventure.
- **Confidence:** children gain personal confidence and self-esteem
- **Social awareness:** children develop their self-awareness and social skills; they appreciate the contributions and achievements of themselves and others.

- **Environmental awareness:** children become alive to the environment, natural and man-made, in which they live, and understand important concepts including sustainable development and conservation.
- **Health and well-being:** children learn to appreciate the benefits of physical exercise and activity and the lifelong value of participation in leisure activities.
- **Activity skills:** young people have the opportunity of developing a range of skills
- **Personal qualities:** children demonstrate increased initiative, self-reliance, responsibility, independence, perseverance and commitment.
- **Skills for life:** children develop and extend their skills of communication, problem solving, leadership and teamwork.
- **Motivation for learning:** children display an increased motivation and appetite for learning that contributes to raised levels of attainment and achievement in other aspects of their education
- **Broadening horizons:** children broaden their experiences and become open to a wider range of opportunities and life chances.

Types of Visits and Ventures

This Educational Visits Policy refers to all activities that take place outdoors, on-site and off-site, including residential at home and abroad.

The school offers a range of visits to pupils, that are carefully matched to their age, stage of development – moving gradually from the ‘familiar’ to the ‘unfamiliar’; local ventures to those that are further afield.

These include:

- on-site, out-of-classroom activity
- local ventures (on foot or by transport)
- day visits within the UK (occasional or regular)
- residential visits for KS2 children (Minstead; Stubbington; PGL; Calshot)
- adventurous activity (PGL; Calshot)

For each subject in the curriculum, there is a corresponding programme of activities which may include visits by specialists. All these activities are in line with guidance published by the Local Authority and may include:

- **English** – theatre visits; visits by authors, poets; theatre groups
- **science** – use of the school grounds; visits by speakers; pond-dipping
- **mathematics** – use of shape and number trails in the local environment
- **history** – castle visits; study of local housing; local museums; historians
- **geography** – use of the locality for fieldwork; rivers; village trails; farm visits
- **art and design** – art gallery visits, use of the locality and nature; artists
- **physical education** – Cluster and other sports activities; extra-curricular activities; visits by specialist coaches
- **music** – range of specialist music teaching; extra-curricular activities; Music School; live musicians; concerts for parents to hear
- **design and technology** – visits to local factories/design centres;
- **information technology** – its use in local shops/libraries/secondary schools etc;
- **religious education** – visits to local centres of worship, visits by local clergy.

Organisation and Management

The school's policy and procedures are formulated in conjunction with National Guidance (<https://oeapng.info>), alongside the Supplementary Employer Guidance provided by the Hampshire Outdoor Education, PE and DofE Service. All school staff are required to plan and execute visits in line with this policy, LA guidance and national guidance.

The school has an Educational Visits Coordinator (EVC) to support staff in planning visits and keeps up to date with legislation. The current EVC is the Headteacher. Should staff require further clarification of these policies within the context of the school, they should seek advice from the EVC.

Any visit or activity that involves learning outside the classroom or away from the school base is covered by this policy, whether as part of the curriculum, during school time, or outside the normal school day.

All off-site activities require careful planning and it is the responsibility of the Headteacher to approve all visits. The Local Authority is involved in approving off-site adventurous activities or residentials. The school uses EVOLVE, a web-based local authority planning and approval tool.

Off-site visits and educational visits are fully integrated into the ethos and culture of the school and key policies are considered for their relevance:

- learning policy – outlines the importance of challenge and expectations
- behaviour policy – outlines our expectations of pupils in relation to their conduct and the way in which behaviour is managed by staff
- safeguarding policy – outlines the way in which we safeguard children and how these expectations translate and apply to off-site contexts.

Many straightforward visits are managed entirely in accordance with these policies and, apart of simple additional considerations, are managed as they would be in the school context. Our aim is to take the ethos, culture and challenge to learning in school into all our outdoor learning and off-site contexts.

Roles in school

Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

Governors	Governors should provide support and challenge to ensure that: <ul style="list-style-type: none">• school policy is up to date and effective, providing a rich, varied programme of opportunities for pupil's learning• training for Head & EVC is up to date• the policy complies with national guidance and HCC guidance and that the school adheres to this policy and guidance• school has taken all reasonable measures to include pupils with SEND and/or medical conditions.
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Headteacher	<p>The headteacher will ensure that:</p> <ul style="list-style-type: none"> • Governing Body are kept up to date of policy, procedures and visits taking place • ‘approve’ all visits from school • in the context of the overall learning policy, promote a rich and varied programme of opportunities for pupils to learn outside the classroom • staff training (including EVC) is up to date • the EVC has sufficient time and resources to perform their duties • the school policy is up to date and effective • all off-site visits comply with guidance (risk-assessments; notification; planning; safeguarding; medical needs; inclusion; insurance; first aid; transport; emergency issues) • staff leading visits are competent and experienced, and are clear about their role and that of any accompanying adults, including volunteers
Educational Visits Coordinator	<p>The EVC will:</p> <ul style="list-style-type: none"> • be the Headteacher • have appropriate training to fulfil the role, and have experience of leading educational visits • keep the policy and guidance up to date • organise the induction, monitoring and training of leaders, to ensure that staff are competent and experienced • advise and support staff; be involved in the planning and management of visits, and monitor planning and delivery of visits; evaluate visits with staff • oversee the necessary paperwork and risk assessments, ensuring they meet guidance requirements; will maintain records of visits (using EVOLVE) • ensure the school policy, DFE and HCC guidance is adhered to, and keep abreast of advice from OEAP • ensure medical and first aid issues are addressed • ensure emergency procedures are in place, clear to all staff, and adhered to
Visit leaders	<p>Visit leaders will:</p> <ul style="list-style-type: none"> • ensure that the planned visit and activities are appropriate for the group and have a clear educational purpose. • undertake a pre-visit and create a site-specific risk assessment for the visit • carry out dynamic (ongoing) risk management while the visit takes place and consider the safety of pupils at all times; have in place procedures/alternative plans for such an eventuality • seek approval from the EVC/Head/LA to carry out the visit • be responsible for planning, organisation and management of visits in line with school and DCC policy, in liaison with the EVC and Headteacher. • organise transport in accordance with DCC requirements, if appropriate, in liaison with Admin Officer • organise letters to parents and ensure suitable consent has been sought from parents, including emergency contact and medical

	<p>requirements etc.</p> <ul style="list-style-type: none"> • provide necessary information to supporting adults including a copy of the risk assessment. • report any concerns, incidents or accidents to the Headteacher • evaluate visits
Local Authority (Employer)	<p>The Local Authority will:</p> <ul style="list-style-type: none"> • ensure that adequate and appropriate external training is available and open to all relevant employees • provide schools with the employer policy and guidance, and advise on any changes to National Guidance • approve visits for which employer approval is required • provide technical advice on safety and quality in visits generally and on visits involving adventure activities, demanding environments and overseas expeditions specifically.

Communicating with Parents

Parents are informed at the start of the term the programme of activities, especially the use of the grounds or local areas for Learning outside the Classroom. Parents sign a consent form upon their child's entry to the school, giving permission for children to attend trips and take part in activities in our school grounds and local offsite environments. However, each individual trip has its own consent form too.

Parents are asked to complete a data form (inc. medical information) when their child joins the school and are asked to keep us updated with any important changes. If children attend a residential or long-distance venture, then parents are required to complete a visit-specific medical consent form.

Written information is sent to parents explaining: the trip and its purpose; details regarding the arrangements for the day; voluntary **contributions** necessary to cover costs and how payment is to be made (in line with the school's charging policy); transport arrangements or requests for help with transport.

When arranging a visit, the cost effectiveness and value for money that the activity offers will be part of the planning process. Parents will be asked for **contributions** towards the cost and school will support with funding, whenever possible. Visits will only be cancelled if the majority of costs cannot be met or supported by school funds. No pupils will be excluded from visits (other than residential or those outside of school hours) if parents cannot pay.

Transport

A variety of transport is used following local guidance. Transport may include: parent's cars; minibuses; coaches (through recognised suppliers); trains and ferries.

Insurance

The school is covered by the LA insurance and all visits are covered by the Employer's Liability and Public Liability insurance. See HCC policy for further

information on when additional insurance is required, e.g for residential and overseas visits.

Supervision

“Supervision is a key element in the success of any venture. It will determine not only the health and safety of the children and their leaders, but also the quality of the overall experience, enabling learning to take place as well as allowing all those concerned to enjoy the experience and derive satisfaction from it.” (HCC)

Children must be supervised at all times and the group leader is responsible for the group at all times. Supervision strategies are taken from the HHC Supplementary employer guidance and include agreements on ratios, which are never exceeded and frequently improved. Strategies include: direct supervision; indirect supervision and remote supervision. The following ratios are a guide only; each activity should be assessed individually for suitable supervision; off-site venues may also have their own supervision requirements. A professional judgement about supervision ratios should be made alongside the EVC/Headteacher.

Activity	Qualifications/staffing	Minimum ratios	Notes
Local visits – in the local area, close to support at the base	<ul style="list-style-type: none"> • An experienced group leader • Other qualified leader(s) (numbers as required) • At least one Outdoor Leader certificated leader recommended • Other responsible adult(s) in support • A minimum of two leaders required, unless exceptional circumstances are agreed 	Reception: 1:6 Key Stage 1: 1:8 Key Stage 2 and above: 1 per activity or supervision group (maximum 1:20)	A minimum of one qualified leader is needed for every group or class. They can then be supported by other qualified leaders or responsible adults Minimum ratios are not recommended ratios. Small working groups of 6-12 remain the target. Leaders should reflect the gender of the group
Day visits – more than 60 miles or one hour from base	<ul style="list-style-type: none"> • an experienced group leader (recommended) • At least one Outdoor Leader certificated leader recommended • Other qualified leader(s) (numbers as required) • Other responsible adult(s) in support • A minimum of two leaders required 	Reception: 1:6 Key Stage 1: 1:8 Key Stage 2 and above: 1 per activity or supervision group (maximum 1:12)	It is recommended that any off-site visit should include at least one certificated Outdoor Leader trained member of staff where possible.
Residential visit, UK or abroad	<ul style="list-style-type: none"> • An experienced group leader (recommended) • At least one Outdoor Leader certificated leader recommended • Other qualified leader(s) (numbers as required) • Other responsible adult(s) in support • A minimum of two leaders required • Large or complex visits must have an experienced leader 	Reception: 1:6 Key Stage 1: 1:8 Key Stage 2 and above: 1 per activity or supervision group (maximum 1:12) These ratios do not include the centre/residential base staff	As above, however it is recommended that the ratio of qualified leader to responsible adult support is low, at 1:1 or 1:2 Where the visit is part host family, part residential, the residential conditions should apply It is strongly recommended that all residential visits should include at least one certificated Outdoor Leader amongst the supervisory staff group Leaders should reflect the gender of the group

Inclusion

This is an inclusive school and we believe that it is the entitlement of all pupils to participate in events, and is in line with our Equality Policy.

Accessibility issues will be considered as part of the planning process and realistic modification or adaptations will be made wherever possible. We will endeavour to take 'every reasonable step' to include a young person. However, if those reasonable steps cannot ensure their safety and/or the safety of others, then that may be the reason they cannot attend a particular venture.

Safeguarding

The school's Safeguarding Policy follows and includes off-site activity, including residential activity. In particular:

- guidance on acceptable behaviour;
- avoiding unnecessary contact;
- carrying out suitable 'employment' checks on volunteers and other responsible adults who support these ventures (including DBS requirements);
- ensuring that external providers are drawn from the Outdoor Education, PE and DofE Service's checked provider's list, which confirms that safety management checks are in place. Should any other instructor or provider be found, reference would first be made to the Outdoor Education Dept to ensure that suitable steps are taken.

Emergency procedures

A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the visit leadership team.

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 then assistance will be sought from the local authority.

Educational Visits Checklist

West Tytherley Primary School's Educational Visits Checklist (Appendix 1) forms part of the planning process for visits and off-site activities. This has been adapted from the LA's generic checklist.

Risk-Benefit assessment

Risk management, in the context of outdoor learning and off-site visits, is a two stage process:

1. The identification of the potential benefits to be gained from an activity, along with any risks to the health and safety of those involved.
2. The implementation of a plan to best realise these benefits, using professional judgement to ensure that the level of risk does not exceed that which can be justified by the benefits.

The fact that most human activity involves risk, and that this cannot be eliminated unless activities are not undertaken is recognised by both the Health and Safety Executive (HSE) and the Department for Education (DfE):

*“HSE fully recognises that learning outside the classroom helps to bring the curriculum to life – it provides **deeper subject learning** and **increases self-confidence**. It also helps pupils **develop their risk awareness** and **prepares them for their future working lives**. Striking the right balance between protecting pupils from risk and allowing them to learn from school trips has been a challenge for many schools, but getting this balance right is essential for realising all these benefits in practice”. (School trips and outdoor learning activities: Tackling the health and safety myths, HSE).*

*“School employers should always take a **common sense and proportionate approach**, remembering that in schools risk assessment and risk management are tools to **enable children to undertake activities safely, and not prevent activities from taking place**. Sensible risk management cannot remove risk altogether but it should avoid needless or unhelpful paperwork”. (The Department for Education’s advice on health and safety for Schools updated February 2014)*

As part of planning off-site activity at West Tytherley Primary School, it is important that this process is followed:

- an analysis of the benefits of the activity translated into clear objectives, purpose and expectations
- an assessment of the risk of harm and its likelihood is made, followed by putting clear control measures in place so that they can be satisfactorily managed
- a pre-visit by key staff to review the suitability of the location and opportunity to clarify proposed itinerary, how the activities will be managed, and what the expectations/intended outcomes are. Very well-known and used sites may be checked by contacting key personal prior to re-visiting and accessing web-based information.

Induction and training

Newly qualified staff can be given the opportunity to undertake peer monitoring as part of their induction year, if required, in order to gain experience in organising and managing visits. They can be accompanied by experienced support staff and/or teachers in their NQT year.

The EVC will keep the training of staff up to date and will keep abreast of developments from LA, DfE and from national best practice via the OEAP website.

All staff will be made aware of their responsibilities via staff INSET and policy update. It is the responsibility of visit leaders to be aware of current policy and LA guidelines.

Monitoring and review

It is important for staff to review educational visits and provide feedback on the quality of ventures, the impact on the children in terms of impact and recommendations for the future.

The Headteacher is able to provide feedback to governors on an annual basis as to the effectiveness of the overall programme.

The policy is reviewed every three years or as required if regulations, guidance or circumstances change.

Appendix I : West Tytherley Primary School - Educational Visit Checklist

Main destination address:	
Telephone number of destination:	
Any additional destination addresses:	
And telephone numbers:	
Visit date:	
Group leader:	
Contact telephone for group leader:	
Other staff/adults going on trip:	
First aid provision? Person in charge?	
Catering Arrangements?	
Transport information: e.g. what size coach is needed? or How many cars?	
Group information: Total number of adults:	
Total number of children:	
Departure time:	
Return time:	
Do you have an emergency contact list:	
Have all accompanying adults been CRB checked?	
Has a site visit taken place?	
Has a risk assessment been completed?	
Has parental permission been obtained for all pupils?	
Has insurance been checked?	
Has transport been booked:	
Has any special permission been obtained? E.g. photograph consent, emergency medical treatment, etc.	
EMERGENCY CONTACT NUMBERS:	School Office: 01794 340338
Identify two named staff contacts with telephone numbers	1. 2.