



Policy: Management of Educational Visits and Learning outside the Classroom

Ratified: 17th June 2019

Review Date: 17th June 2022

(Every 3 years)

Non-Stat Policy

Scope and Rationale

This school provides a rich and varied programme of opportunities for pupils to learn outside the classroom - on the school site, the local area and further afield. The programme of visits is structured and progressive to gradually develop young peoples' confidence, independence, responsibility and specific learning objectives. We believe that student and staff involvement in residential and non-residential visits adds significant value to school life and enhances our core values and ethos. First-hand experience adds breadth and depth to the Curriculum and enhances social, moral, spiritual and cultural development.

We aim to:

- Provide a broad programme of visits
- Ensure access for all students including those with additional needs
- Develop continuity and progression throughout a student's school experience
- Enable students to discover a sense of community, social responsibility, initiative, resourcefulness and self-reliance

This policy covers all offsite visits and some on site learning outside the classroom. This policy is managed by the Head Teacher and Educational Visit Coordinator. It provides a framework for staff planning off site visits.

Provision of Guidance for staff planning visits

Northborough Primary School has formally adopted **the OEAP National Guidance (NG)** as Northborough Primary School Employer Guidance found on the following web site: www.oeapng.info

It is a legal expectation that employees **must** work within the requirements their employer's guidance; therefore all employees must follow the requirements of "National Guidance", as well as the requirements of this Policy.

Systems for Managing this Activity

Northborough Primary School has systems in place covering a range of key areas vital to the safe and successful delivery of off site activity,

Specific Arrangements

The school has a service level agreement for specialist advice from the Outdoor Education Adviser. The school has an Educational Visit Coordinator who is trained and updated. There is a clear process for planning and approval of visits, using Evolve software for Zone 2 and 3 visits. There is a defined process in place for Zone 1 visits. Oversight for this system is with the Head Teacher, receiving reports when appropriate and requested.

Insurance

The school has insurance policies in place to cover this area of work. Specific activity may require further cover which should normally be with the insurers.

Managing Risks

The school has a legal duty to ensure that risks are managed - requiring them to be reduced to an “acceptable” or “tolerable” level. This requires that proportional (suitable and sufficient) risk management systems are in place, requiring the school to provide such support, training and resources to its employees as is necessary to implement this policy.

The risk management of an activity should be informed by the benefits to be gained from participating. A “Risk-Benefit Assessment” approach is adopted. This appreciation of the benefits to be gained through participating provides objectivity to a decision that any residual risk (i.e. the risk remaining after control measures have been put in place) is “acceptable”. As part of learning, young people are exposed to well-managed risks so that they learn how to manage risk for themselves.

Emergencies and Critical Incidents

The School Critical Incident plan has been updated and reviewed. It covers the possibility of having to manage an offsite visit emergency. Senior staff who may have to implement the plan are trained and briefed. The Adviser service provides support and information, linked to the Visit Emergency Support Network, (VESN).

Monitoring

As an employer, the school ensures that there is sample monitoring of the visits and outdoor activities undertaken by the staff. Such monitoring should be in keeping with the recommendations of National Guidance.

Charging

Heads/Managers, Curriculum Planners, EVCs and Visit/Activity Leaders must take account of the legal framework relating to charging, voluntary contributions and remissions as set out in sections 449 to 462 of the Education Act 1996.

Links to other Key Policies

This policy links to other policies and therefore these areas are defined and not repeated.

Staff

The school works to the principle that staff have been assessed as competent to undertake such responsibilities as they have been assigned, for leading or assisting on visits. This assessment may include a review of previous visits, leadership experience from other areas and for certain activities a formal qualification. The EVC will lead on this process but may involve other senior staff.

The EVC should view the original documents and certificates when verifying leader’s qualifications, and not rely on photocopies.

Advice can be sought from the Adviser when required.

Staff Roles are defined on the NG website and staff taking on a specific role should read and understand the advice contained within defined documents associated with the role. Roles include, visit leader, assistant leader, EVC, Head and Governing Body and voluntary helpers.

Vetting

Staff deployed onto visits are subject to the schools safeguarding processes and arrangements. Volunteers are also included.

Effective Supervision

The school follows national guidance in that there are no specific and defined ratios for visits, but that the staff on the visit work to the principle of effective supervision at all times.

Planning

The school works with the principle that educational visits are both successful and have risk managed, not solely through risk assessments, but by good planning from the very start of the visit planning process.

Working with outside providers

All visits should be thoroughly researched to establish the suitability of the venue and to check that facilities and third party provision will meet group expectations. Such information gathering is essential in assessing the requirements for effective supervision of young people. This is a vital dimension of risk management. It is good practice for Visit Leaders to take full advantage of the nationally accredited, provider assurance schemes that are now available, thus reducing bureaucracy.

Examples of such schemes include:

- The LOtC Quality Badge
- AALS licensing
- Adventuremark
- NGB centre approval schemes

Planning for Inclusion

Every effort should be made to ensure that outdoor learning activities and visits are available and accessible to all, irrespective of special educational or medical needs, ethnic origin, gender or religion. If a visit needs to cater for young people with special needs, every *reasonable* effort should be made to find a venue that is both suitable and accessible and that enables the whole group to participate fully and be actively involved.

The school takes all *reasonably practicable* measures to include all young people. The principles of inclusion should be promoted and addressed for all visits and outdoor learning thus ensuring an aspiration towards:

- an entitlement to participate
- accessibility through direct or realistic adaptation or modification
- integration through participation with peers

Good Practices

All staff and helpers must be competent to carry out their defined roles and responsibilities. National Guidance sets a clear standard to which the visit leaders **must** work. The guidance states:

“a competent Visit /Activity Leader (or an Assistant Leader where they may take sole responsibility for a sub-group) requires:

- *Knowledge and understanding of their employer’s guidance supported by establishment-led training.*
- *Knowledge and understanding of the staff, the activity, the group and the venue.*
- *Appropriate experience*
- *In some circumstances (e.g. first aid, adventurous activities) a formally accredited qualification.”*

Staff participating in off-site activities and visits must be aware of the extent of their duty of care and should only be given such responsibilities as are in keeping with the above guidance. It is particularly important that careful consideration of competence issues are applied to both newly qualified and newly appointed staff.

Good planning for a visit should include a consideration of all the variable factors:

- **S**taffing requirements – trained? experienced? competent? ratios?
- **A**ctivity characteristics – specialist? insurance issues? licensable?
- **G**roup characteristics – prior experience? ability? behaviour? learning, and other additional needs? medical needs?
- **E**nvironmental conditions – like last time? impact of weather? water levels? social factors?
- **D**istance from support mechanisms in place at the home base – transport? residential?

Transport

Careful consideration should be given to this area. This policy supports groups travelling by the most appropriate means which can include, walking, public transport – buses, trains and tube, taxi and private cars, coach and aircraft. The NG website contains details to assist in planning for transport.

Appendix 1 All Schools Guidance

Zone 1 Activity

This area of work has been put into practice by schools and these notes are to assist your school with developing this Zone in your policy.

Zone 1 is defined as activity that is not very complex and close to the school, it will include regular venues and activities. This allows the staff to know the venue and activity well and therefore risks are more easily managed. It is not defined by a geographical distance as some schools travel further to regular venues than other schools.

A view from one school

Descriptor for Zone 1

This school is on the edge of a town and has a zone one that covers the walk around the immediate school area, walks into town, visits to the local secondary school for sports and other activity, and covers all the sporting fixtures after school, but not sporting festivals at weekends as they are one offs and usually further away.

Action taken

The EVC has met with the staff and talked about the range of venues and activity that they would see in Zone 1. They also agreed the procedures for working within Zone 1.

The EVC has drafted the RBA form, that can be added to by other staff on the day or revised in a years time when the procedures are reviewed.

All details are shared with staff

Example - On the Day Procedures (small school)

Staff must ensure

EVC or head knows we are going out

Sign out at Office = giving details of

Where we are going

Who is going – and any medication required to travel (eg epipens)

What time we are leaving

What time we are expected back

Phone number and emergency cards are carried by staff

This should cover all aspects – of Zone 1

ARK - Accident Response Kit

Sometimes local visits do not take place as too much to organise quickly and easily. This system works well. The office holds 3 rucksacks that go on all off site visits – zone 1 – 3. It contains, First Aid Kit, some emergency food, suntan lotion, water , spare wooly hat and gloves, - all depending on the season.

This allows staff to arrive with a group at the school office, collect the ARK, sign out and depart.

EVC Action

As with all activity – this should be monitored and reviewed to ensure that standards are being maintained.

The Advisor is happy to advise if required.

Risk Benefit Assessment for Zone 1 Activity -DRAFT EXAMPLE

Generic Benefits	Specific Outcomes
Using our local environment easily Understanding environments close to our school Maximising outdoor learning at low costs Being seen out and about by parents, and friends of school Active Children	Excitement in real world learning Staff wanting to plan exciting lessons and experiences Engaged learners who can manage risks in the real world Confident learners who want to learn more

Specific Activity	Possible Problems/Issues	Probable Benefits	Control measures, reasonable and practical steps to avoid or reduce problems/issues	Decision/Comments/Actions
Walking around local area	Traffic, other pedestrians, busy school entrance at certain times, mainly minor roads	Active and engaged learners, fitter class groups, walking becomes a norm	Staff get to know the area well, and find effective places to cross roads, know the park well	All staff to explore local area, new staff to get induction
Walking into town centre	Traffic, other pedestrians, crossing busier roads	Active and engaged learners, fitter class groups, walking becomes a norm	Staff get to know route into town well, and find effective places to cross roads, including crossings.	New staff need to be shown Discussion every year on the best/ appropriate routes
Exploring learning outside – remote supervision	Making decision about remote activity, thinking about sub groups, and when and where.	Non teacher led becomes very powerful learning and replicates learner led from classroom	Staff to know the area well. Consider a range of factors before starting, read advice on OEAPNG FAQ	Staff to practice this on site first before moving off site
Activity in inclement Weather	Children wet and cool, Staff wet and unhappy	Learn in all weathers. Some activity needs non sunny weather	Create a school culture that learning can occur outside and proper clothing should be brought to school at all times	Spare coats at school to be supplemented
Transport	Crowded buses Minibus	Learn to travel by public transport	Self sustaining Sub groups are important, so that sub groups can travel back alone	Aware of bus crowding on certain times and days

Northborough Primary School - ZONE 1 Risk Assessment – Local Area

Visit details..... Led by Date

Visit leader must let the office know how many children and adults are leaving the premises and give an indication of expected time of return.

Number of children _____ **Staff** _____ **Expected time of return** _____

<i>ISSUE</i>	HOW TO MANAGE IT	<small>WHO TO BE INFORMED</small>		
		PARENTS	STAFF	PARTICIPANTS
Children requiring the toilet.	Children to be reminded to go before leaving the school. Parent helpers without DBS will not take children to the toilet on their own.	✓	✓	✓
Appropriate clothing	Check all children are dressed appropriately for the weather conditions.	✓	✓	✓
Accident/injury.	For minor accidents, utilise portable First Aid kit. Seek further assistance from school by member of staff accompanying child back to school, along the footpath or telephoning for assistance. Take mobile phone.	✓	✓	
Children requiring medication.	To be administered/supervised by the closest available member of staff. Remember to take inhaler bags.	✓	✓	✓
Hazard- roads and traffic	Ask the children to walk well away from the kerb and face the direction they are walking, and be listening for instructions. Children to walk in pairs or single file where the path is narrow. Organise adults at the front and back of the line with other adults positioned within the line. Talk to the children before leaving school about the importance of road safety. Adults will be positioned along the line of children ROADSIDE at regular intervals.		✓	✓
Hazard – Stranger Danger	Children will not be left alone. Children will be reminded about the potential danger of dogs and strangers.		✓	✓
Hazard – Losing a child	Remind children to stay close to their adult/group. Regular head counts will ensure that the class can be accounted for quickly and accurately.	✓	✓	✓

Northborough Primary School - ZONE 2 Risk Assessment – Regular or Local Coach/Taxi Journeys

Visit details..... Led by Date

Visit leader must let the office know how many children and adults are leaving the premises and give an indication of expected time of return.

Number of children _____ **Staff** _____ **Expected time of return** _____

<i>ISSUE</i>	HOW TO MANAGE IT	<i>WHO TO BE INFORMED</i>		
		PARENTS	STAFF	PARTICIPANTS
Transport from to and from venue	The children will be escorted to the coach or taxi by staff, with an adult front and back, and then a head count will take place once on board. Staff will check that all children have their seat belts on.		✓	✓
Safety during journey	Staff will ensure that children are seated correctly at all times during journey and are not behaving in a way likely to cause distraction to the driver.		✓	✓
Traffic accident	For minor accidents, utilise portable First Aid kit. Staff take mobile phones to telephone for assistance.	✓	✓	
From coach or taxi to the venue	Adults will escort the pupils into the venue where they will be met by organisers. Children will be reminded of road safety before leaving the vehicle.		✓	✓
Children requiring medication.	Inhaler bags and Epipens to be taken. Medication To be administered/supervised by the closest available member of staff.	✓	✓	✓

