



POLICY TITLE	Learning Outside the Classroom
RESPONSIBLE COMMITTEE	Federated EAB
RATIONALE	Safely managed educational visits with a clear purpose are an indispensable part of a broad and balanced curriculum and a vibrant part of Estcourt Primary Academy as a successful academy. They are an opportunity to extend pupils' learning and enrich their appreciation and understanding of themselves, others and the world around them. They can be the catalyst for improved academic performance, a lifetime interest or in some cases professional fulfilment. They are to be encouraged.
PURPOSES	<ul style="list-style-type: none"> <li>To ensure that every pupil has the opportunity to benefit from education visits.</li> <li>To ensure all visits are safe, purposeful and appropriate to meet educational needs of pupils taking part.</li> <li>To enable the academy to identify appropriate functions, responsibilities, training, support and monitoring for all Governors, Heads, staff, helpers, pupils and providers involved in education visits.</li> <li>To comply with SPTA 'Policy for the Management of Learning Outside the Classroom / Offsite Visits and Activities'; use "Offsite Visits-Operational Procedures" and keep up to date with further advice.</li> <li>To meet DfES guidelines (1998) entitled 'Health &amp; Safety of Pupils on Education Visits' (HASPEV); DfES 3 part supplement any guidance published July 2002 and DfE Health and Safety 2011 Guidance.</li> <li>To ensure where appropriate further advice is sought from SPTA and other technically competent personnel.</li> </ul>
GUIDELINES	<p style="text-align: center;"><b>PLAN – DO – REVIEW – RECORD</b></p> <ul style="list-style-type: none"> <li>All Educational Visits must have clearly identified benefits and learning outcomes linking to the new curriculum</li> <li>Permission for attendance on Educational Visits is requested from parents / carers as part of the admission process</li> <li>All visits are linked to the academy aims and where possible planned and approved well in advance in accordance with visits planning procedures including Visit Leader Check List (See visit timescales) ( appendix 1)</li> <li>EAB will be informed of all visits but delegate approval of low risk and routine visits and occasional opportunities to the Head of Academy and EVC (See delegated approval levels)</li> <li>After Head of Academy's formal approval all higher risk visits including adventurous activities, residential experience and foreign travel will be submitted for EAB approval and SPTA approval</li> <li>A named Educational Visits Coordinator (EVC) will be appointed</li> <li>The EVC will identify and record with the minimum paperwork, qualifications, training, development, induction and apprenticeship arrangements for all visit leaders</li> <li>The EVC will approve visit leadership, planning checklist, risk assessment, management and evaluation of all visits</li> <li>There will be a named visit leader (and where appropriate, deputy) on all visits</li> <li>Where the visit leader is not a teacher, direct access to a named teacher must be maintained in an appropriate way (i.e. text and phone call)</li> <li>There will be a named academy designated emergency contact for all visits</li> <li>All details of the visit and provision needs to be accessible to the academy designated emergency contact throughout the period of the visit</li> <li>The visit leader will ensure sufficient staff and helpers of the right experience are checked (DBS if appropriate) and briefed throughout the visit</li> <li>The visit leader will ensure risk assessment and management including generic, site specific and ongoing are undertaken and recorded (example appendix 2)</li> <li>The visit leader will ensure Best Value principles are used when selecting providers, appropriate checks are made, insurance and financial support procedures are followed</li> <li>Visit leaders will ensure a named person, emergency procedures and systems for recording and sharing information on accidents and near misses are in place before briefing pupils and parents</li> <li>Visit leaders will, where possible, undertake exploratory visits or seek references from other academies if using new venues</li> <li>Joint visits offer many educational benefits. The Visit Leader on Joint Visits must be specifically known and approved by the EVC from each participating establishment and each establishment must be satisfied, approve and record centrally in their own establishment all the arrangements agreed</li> <li>Visit leaders are to complete risk assessments and submit on SPTA evolve: 2 weeks prior to visit and 8 weeks prior to visit for activities which require pre-authorisation from Regional Directors, or 12 weeks for adventurous activities in line with approval flowchart V3 (appendix 3)</li> <li>Risk assessments to follow SPTA guidelines of 'strike through' and red editing for additional risks</li> <li>Visit Leaders must carry copies of all supporting documentation on the visit, e.g. emergency contacts, itinerary, names and group detail, on self, not in bag</li> <li>Pupils may also be issued with a copy of the academy emergency contact card</li> <li>Visit leader to ensure children's medication available for administration in line with Supporting Children with Medical Needs Policy</li> <li>Visit leader to text on arrival and departure to destination to keep academy updated</li> <li>Visit leader to carry copy of accident and emergency procedure (appendix 4)</li> <li>Academy administrators to notify parents using text service if expected arrival time varies</li> <li>Where appropriate for high risk, residential or foreign visits meetings with parents will be arranged. Information sessions offered to parents annually to explain educational visit process and signpost parents to websites regarding risk assessments (e.g. Edale)</li> <li>Expectations of behaviour and codes of conduct will be explained to parents. This will include the need to meet the cost and make arrangements for collecting children in certain circumstances</li> <li>Where possible pupils should be involved with planning, developing codes of conduct, assessing/managing risk and evaluating their own attitude, behaviour, development and learning (appendix 5)</li> </ul>
FURTHER DETAILS	Health and Safety Policies                      Supporting Children with Medical Needs                      SPTA LOTC Policy

DATE APPROVED:	NEXT REVIEW DATE (Every two years)
MARCH 2016	March 2018
Reference Number:	ASSFS2-10

Appendix 1

**Visit Leader Check List**

The benefits and risks of all aspects of the visit have been considered and the visit plan has an appropriate balance with an acceptable level of residual risk	
<b>Content and Aims</b>	
There are clear and well considered learning aims that are particular to the development of the group as a whole and individuals within it, which contribute to the wider curricular or programme aims of the establishment	
Monitoring and post activity/visit review and evaluation arrangements are in place	

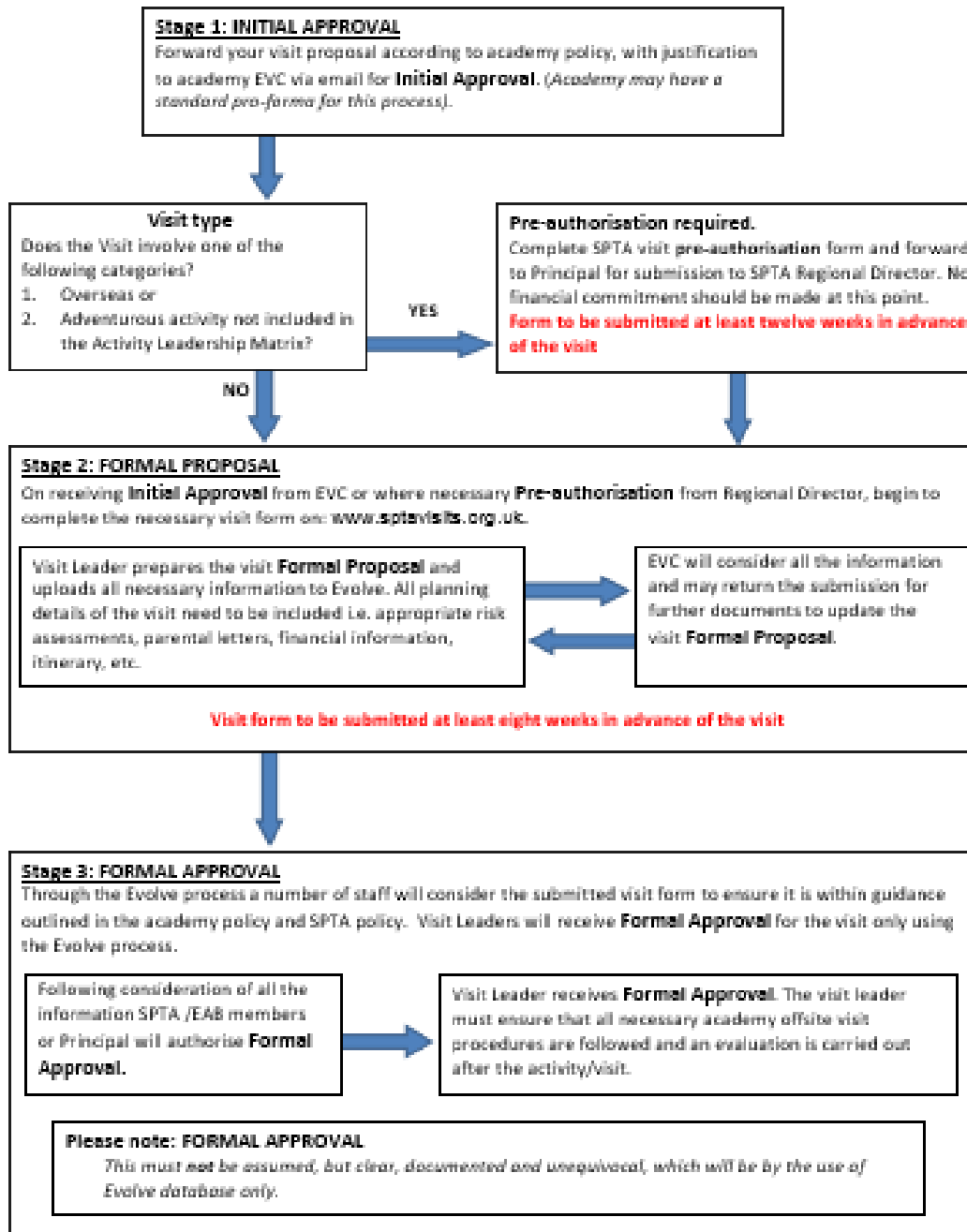
The process has led to a visit plan addressing the following variables:

<b>Staffing</b>	
I am clearly identified as the Visit Leader and approved by the establishment	
All members of the Visit Leadership Team are sufficiently confident and competent to fulfil their designated role	
There are sufficient leaders to ensure effective supervision and deal with incidents and emergencies	
All members of the Visit Leadership Team have received all relevant information on both the visit and the group	
If accompanying leaders are taking a family member on the visit, there are arrangements to ensure that this will not compromise group management	
I have kept my EVC informed during the planning process	
<b>Activities</b>	
Activities are appropriate to the aims of the visit and the nature of the participants	
Appropriately competent Activity Leaders are in the Visit Leadership Team or a suitable Provider has been contracted to lead activities	
There is a sufficient amount of suitable equipment for activities	
<b>Group</b>	
Parental consent is in place (where needed) and up to date medical information and contact details are available and shared with the Visit Leadership Team and any relevant Provider staff	
Information has been provided to parents and young people to enable informed consent (where consent is required)	
Young people have been involved in the planning and risk benefit assessment process. Where this was not appropriate young people have been provided with all required information to know what to do and what is expected of them	
Child protection issues are addressed	
Inclusion issues are addressed	
<b>Environment</b>	
Environmental factors (weather, daylight hours, temperature, water levels etc.) have been considered	
Accessibility issues are addressed	
Safety and security have been checked and considered	
I have undertaken a preliminary visit if appropriate or required by establishment policy. In the absence of a pre-visit I have sufficient information from other sources	
There is access to first aid at an appropriate level	
Where remote supervision will be used the environment is suitable for it	
Accommodation, where used, is safe, suitable and appropriate	
<b>Distance</b>	
Travel or transport arrangements are appropriate	
There is a Plan B in place, where necessary	
There is an emergency plan in place and Leaders, Helpers, Participants, Providers and Emergency Contacts have been given relevant information about it	
Suitable insurance is in place	
<b>Finally</b>	
The visit meets all relevant requirements of my employer and establishment policy/procedure	
My decision is that this visit is appropriately prepared and should take place	

ACTIVITY	<b>No: 1 Generic Core Risk Assessment for all educational visits and activities</b> <i>This must be read in conjunction with the activity risk assessments</i>
<b>HAZARDS</b>	<ul style="list-style-type: none"> <li>✘ Road traffic accidents</li> <li>✘ Slips/trips/falls/strains etc.</li> <li>✘ Group Leader incapacitated</li> <li><del>✘ Objects falling from height</del></li> <li><del>✘ Equipment failure</del></li> <li><del>✘ Cold related conditions (hyperthermia, frostbite)</del></li> <li><del>✘ Heat related conditions (sunburn, dehydration, heat exhaustion, heat stroke)</del></li> <li>✘ Other adverse weather related conditions e.g. lightning, strong/gusting winds etc.</li> <li>✘ Getting lost/separated from group</li> <li><del>✘ Unplanned/inappropriate entry into water/drowning</del></li> <li>✘ Burns, fire/smoke injuries</li> <li>✘ Substance abuse, alcohol, drugs</li> <li>✘ Diseases, illness stings/bites etc.</li> <li>✘ Adverse contact with animals/plants: kicks, trampling, bites, stings</li> <li>✘ Abuse/inappropriate contact with strangers</li> <li>✘ Manual handling issues</li> </ul>
<b>CONTROL MEASURES</b>	
<ul style="list-style-type: none"> <li>➔ Appropriate and approved leadership, briefing, supervision and supervision ratio Brief the children about expectations before leaving the building, use of time out for any children not achieving good behaviour Ensure any issues with members of the public are reported to school and if appropriate the police. All children to be toileted prior to activity. Toilets to be out of bounds except in exceptional need. Toilets to be closely supervised by staff. Road traffic accidents. Brief the children before leaving the building; eg remain on pavement or verge; follow instructions given. Remove children from site of accident as quickly as possible. Keep children in a group and notify school.</li> <li><del>➔ Adventure activity leadership in line with Adventure Activity Matrix</del></li> <li>➔ Ability, qualification and previous experience of accompanying staff</li> <li>➔ Availability of prepared Plan B</li> <li><del>➔ All equipment checked and fit for purpose</del></li> <li>➔ Seasonal issues/daylight considered</li> <li>➔ Weather forecast/underfoot conditions/surface water conditions/depth and speed of water/tidal implications considered/impact of weather on activity e.g. strong winds – woodland activities, cycling If the weather is deemed unsuitable shelter should be sought or a swift return to school should be made.</li> <li><del>➔ Near water apply controls described in "Safety at Water Margins" (Appendix 1) and any other appropriate measures</del></li> <li><del>➔ Swimming ability and water confidence identified if activity is in, on or near to water</del></li> <li>➔ Relevant local knowledge</li> <li>➔ Previous experience, age, ability, fitness of young people</li> <li><del>➔ Warm up activities, as appropriate</del></li> <li>➔ Arrangements for pupils with special needs, medical conditions or requiring particular attention Medical kit, mobile phone, inhalers and medication to be taken</li> <li>➔ Staff to pupil ratio, defined groups and regular head counts Ensure the group know the expectations; frequent head counts by all members of staff; if a member of the group goes missing, a member of staff should check the local vicinity whilst other staff members stay with the group. Contact the school and police</li> <li>➔ Communications between staff and back to school or base</li> <li>➔ If poor behaviour causes safety issues, sit the whole group down and a call the school for assistance. Childs parents to be contacted and child taken home</li> <li><del>➔ Appropriate personal protective equipment available to pupils and staff</del></li> <li>➔ Emergency procedures in place and equipment carried/available</li> <li>➔ Fire safety procedures in place</li> <li><del>➔ Application of strategies to prevent cold related conditions (hyperthermia/frostbite)</del></li> <li><del>➔ Application of strategies to prevent heat/sun related conditions (sunburn/dehydration/heat exhaustion/heat stroke)</del></li> <li><del>➔ Appropriate rests for re-hydration/food/shade/shelter/application of sunscreen etc.</del></li> <li><del>➔ Use of eye protection against sun damage</del></li> </ul>	
<b>NOTES</b>	
<ul style="list-style-type: none"> <li><del>• Accidents to young people, including several fatalities, highlight the need for great care in or near water – refer to Safety at Water Margins.</del></li> <li>• Each excursion must be risk assessed on an individual basis and not to rely on "last year's" details. Recent accidents have occurred to parties led by staff that have run incident free activities for many years.</li> <li>• It is good practice to involve young people both in the risk assessment process and in the safety precautions to be followed</li> </ul>	

## Learning Outside the Classroom - Approval Flowchart

**NB: SPTA staff in all academies leading education off-site must have FORMAL APPROVAL for the activity to take place.**





# Questionnaire For Young People Going On A Visit

Can you answer the following questions?	ANSWER
Who will be the Visit Leader in charge?	
Where am I going to visit?	
How can I contact my Visit Leader?	
How do I use the phone if help is required?	
What will be done to keep me safe and secure on the visit?	
What should I do if I get lost or into difficulties when not with the Visit Leader?	
What safety arrangements are there?	
What is the code of conduct for my visit?	
What do I do to keep my money and valuables safe?	
<b>Complete the following only if you are going on a residential visit</b>	
What is the address and telephone number of the place(s) where I shall be staying?	
Where am I to sleep and where am I to dress?	
How should I behave (house rules) where I am staying?	
What are the necessary security arrangements (eg precautions before opening the bedroom door, areas which are "out of bounds", the need to be with at least one other known person)?	
What to do if I am worried or unhappy about anything if I am staying with a host family?	
Is there an agreed password/phrase I can give to get immediate help? What is it?	