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Governing body

# Educational Visits and Learning Outside the Classroom Policy

## Our Vision



Astley School recognises that learning beyond the classroom has a positive and, in some cases, life changing impact on children. These high quality, planned experiences enable children to learn more about themselves, others and the world in which they live. Visits are opportunities to develop qualities for life such as resilience and team work as well as learning practical skills and providing memorable educational experiences. Our visit programme aims to deliver regular and progressive learning experiences in order to ensure learning is relevant and builds on previous experiences and opportunities.

Ratified by the Governing Body: Monday 29<sup>th</sup> January 2019

Date for review: January 2022

Signed by:

Chair of governors Monday 29<sup>th</sup> January 2019

AN Keates-Williams

Headteacher Monday 29<sup>th</sup> January 2019

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Astley School has adopted the Outdoor Education Activities Panel (OEAP) National Guidance as the standard to ensure that visits are properly planned and safely executed by trained staff. (<http://oeapng.info/>) Any external providers commissioned to deliver visits and LOtC activities for Astley School will be expected to be appropriately licensed, qualified and hold a recognised quality standard such as the LOtC badge in order to provide evidence of their competence and adherence to national guidance. Appropriate child safeguarding measures will also be required, e.g. disclosure and barring vetting.

This policy applies to all visits and LOtC activities whether or not they occur during normal school hours, during Stay and Play sessions, in the evenings, at weekends or during holiday periods.

**1. STRATEGY**

All visits and LOtC activities will follow the following hierarchy by using the EVOLVE system:

- Visit leader (VL) – initiates, plans and runs the visit or LOtC activity using the Astley School Educational Visit Checklist (Appendix 1) including uploading to Evolve, providing the parent letter, risk assessment (Appendix 2) and any other relevant forms to the Office Manager at least 3 weeks ahead of the visit;
- Office Manager (OM) – completes the required coach bookings, checks the paperwork, distributes letter to parents and compiles the Visit folder;
- Educational visit coordinator (EVC/HT) – checks the Visit folder, gives approval via Evolve, monitors the success (or otherwise) and reviews visit evaluations;

**2. ORGANISATION**

Astley School has a duty of care to ensure that young people and staff on visits and undertaking LOtC activities are safe. These duties have been organised into the roles detailed below.

**2.1 Educational Visit Coordinator/Headteacher (EVC)**

The EVC/Headteacher has a key role in the approval and management of visits and LOtC activities in school. The EVC/Headteacher is responsible and accountable for:

- Preparing the school specific policies and procedures for visits and LOtC;
- Ensuring all visits and LOtC activities meet National Guidance;
- Ensuring visit leaders and other staff involved in visits and LOtC activities are appropriately competent;
- Organising induction and training for all staff involved in visits and LOtC activities including First Aid;
- Preparing and testing critical incident and emergency plans;
- Debriefing VL's following visits and LOtC activities to evaluate learning points;
- Keeping appropriate records, e.g. accidents, incidents, risk assessments etc;
- Monitoring visits and LOtC activities (including those undertaken by external providers);
- Reviewing systems for initiating, developing and approving visits and LOtC activities.

Visits and LOtC activities will be notified to the EVC/Headteacher through the EVOLVE management system and approval given electronically. The EVC/Headteacher will specifically check:

- Staff competence (VL, activity specific qualifications, vetting and DBS);
- Appropriate level of staffing to meet needs, including SEND and medical (including Individual Health Care Plans);

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- Provider or travel company details (e.g. do they meet required standards);
- Insurance(s);
- Emergency plans and contact details available on visit and to Emergency Contact via Share Point;
- That any adult who is acting in a supervisory capacity as a volunteer, assistant or helper is authorised by Astley School to undertake the visit or LOtC activity.

**2.2 Visit Leader**

The VL is the originator of the visit / LOtC activity and manages the project from start to finish. The main responsibilities of the VL are to:

- Have detailed knowledge of the EV and LOtC policy accessing it on Staff Share;
- Have clear outcomes for learning identified (Appendix 3)
- Prepare outline visit / LOtC activity briefs for approval by the EVC/Headteacher;
- Draw up detailed plans for the visit or LOtC activity using the visit checklist to include:
  - roles and responsibilities of staff and helpers,
  - risk assessments,
  - parental consent, medical information including IHCP and contact information,
  - consideration of safeguarding and child protection needs,
  - upload to Evolve for EVC/Headteacher approval,
  - save planning and risk assessments to Staff Share/EVC
- Provide information to parents, staff and helpers;
- Agree reporting procedures, emergency plans and contact details with the EVC/Headteacher;
- Be a role model for children on the visit;
- Evaluate all aspects of the visit / LOtC activity during and after the event using the relevant form.

**2.3 Office Manager**

The OM will provide support to the VL including:

- Manage the collection of fees and payment of providers;
- Ensure contracts with external providers are signed including agreed and clear handover procedures;
- Ensure insurance cover is sufficient;
- Proof read letters to parents and ensure contact details are received;
- Ensure parental / carer consent for children to take part in visits and LOtC activities;
- Compile the visit folder to be taken on the visit;
- Scan folder contents and archive onto Staff Shared/EVC.

**2.4 Visit Support Staff, Assistants and Volunteers**

Staff and volunteers who assist visit leaders to take young people out on visits play a very important role in ensuring safety and meeting learning outcomes for the individuals. Volunteers, when used, play an equally important role in the visit as school employed staff and need to be given full information and training. Volunteers must comply with their expected role, if it is felt a volunteer is likely to ignore instructions then they must not be allowed to attend. The main responsibilities as a visit assistant are

- Contribute to the planning of a visit where requested by the visit leader;
- Provide emergency contact information and declare any health issues that may arise during the visit;
- Ensure they have attended any pre meetings;
- Ensure they have read and understood and abide by the visit plans and risk assessments;

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- Feed back to the visit leader if they feel they cannot meet the expectations of the plans or can foresee issues;
- Supervise the young people in accordance with their instruction and training;
- Follow instruction from the visit leader on the day;
- Be a role model to the children (including not consuming alcohol);
- Contribute to the visit evaluation.

### 2.5 Governors

Astley School Governing Body is the staff employer and ensures that the school has effective health and safety policies and provision in place which meets statutory requirements, Worcestershire County Council and national guidance. The duties are delegated to the Headteacher who keeps the Governing Body informed through the Headteacher's report of issues relating to EV policy and practise. Educational Visits are also discussed with the Health and Safety Governor during termly meetings to enable effective monitoring to take place.

### 2.6 Health and Safety Adviser - Outdoor Education

A specific H&S adviser is designated to lead on outdoor education and the administration of the EVOLVE visit management system. The responsibility of the adviser is to:

- Perform audits and sampling as part of the normal H&S auditing process to ensure compliance with legislation and OEAP guidance as it applies to young people and staff undertaking visits and LOtC activities;
- Provide information to schools and services about visits and LOtC activities, e.g. policies, procedures, and guidance;
- Keep under review this policy and related procedures and update as and when new information or practice changes;
- Ensure that EVC's, VL's and other staff involved in visits and LOtC activities are trained and assessed as competent in their specific roles;
- Monitor a representative sample of visits and LOtC activities as notified to the council via the EVOLVE system;
- Monitor the commissioning and procurement of providers to ensure Council, licensing and quality standards are being met, e.g. use of checklists for approving providers;
- Provide advice and information on visits and LOtC activities, referring to specialist advisers for high risk activities.

## 3 ARRANGEMENTS

Astley School undertakes to provide staff with the appropriate training to fulfil their role in respect of educational visits and LOtC. This includes the relevant training course for Educational Leaders, Assistant Leaders and Co-ordinators which is refreshed every 3 to 5 years. The school also makes use of the Worcestershire Health and Safety advice for educational visits and LOtC activities through the H&S SLA including use of the Evolve system. [https://evolve.edufocus.co.uk/evco6/evchome\\_public.asp?domain=worcestershireschools.org.uk](https://evolve.edufocus.co.uk/evco6/evchome_public.asp?domain=worcestershireschools.org.uk)

### 3.1 Planning a visit or LOtC Activity

The planning of a visit or LOtC activity should reflect the complexity of the following variables:

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- Staffing requirements:
  - What staff to young people ratio will provide effective supervision?
  - Are reasonable steps taken to promote inclusion?
  - Are assistants, helpers, parents or volunteers involved, in what capacity and are they duly authorised?
  - Have the staff attended the requisite training and gained the competencies required for the visit / LOtC activity?
  - Have staff been given the correct information and instruction for their roles in the visit / LOtC activity?
- Activity
  - What is the level of risk?
  - Are there insurance issues?
  - Is their sufficient competence (qualifications etc.) amongst the staff to run the activity?
  - Is the activity licensable?
- Group
  - What are the abilities of the group (e.g. previous experience)?
  - Do members of the group have mobility problems, learning disabilities, special needs etc.?
  - Are there any medical issues, e.g. medication?
- Environment
  - Is the activity indoors or outdoors?
  - What will be the impact of severe weather? What terrain
  - Is flooding / flash flooding going to be a problem?
- Distance / Transport
  - Where is the activity taking place (on site, off site, abroad)?
  - Is an overnight stay planned?
  - How is the group travelling?
  - What are the contingencies for getting back if there is a breakdown or other event?

### 3.2 Risk management and Risk Benefit

Risks associated with the visit or LOtC activity will become apparent during the planning stage. The hierarchy of risk management should be applied to determine what risks can be. It is recognised that a level of risk is acceptable in order to maximise the benefits from an activity in developing pupils learning the life skill of risk management. Therefore a risk should be looked at in order:

- Avoided or eliminated if no benefits;
- Reduced to an acceptable or tolerable level as is necessary to maximise the benefits;
- Accepted without further control measures; or,
- Use of a provider or affiliated organisation, e.g. for high risk and specialist activities.

Once identified the risks that need to be managed should be properly assessed with regard to:

- What is "reasonably practicable", e.g. are their sufficient resources available to adequately reduce the risk;
- A risk – benefit analysis, e.g. do the learning outcomes justify the residual risk; and,
- The principles of sensible risk management –
  - ensuring that workers and the public are properly protected
  - providing overall benefit to society and individuals by balancing benefits and risks, with a focus on reducing real risks – both those which arise more often and those with serious consequences

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- enabling innovation and learning not stifling them
- ensuring that those who create risks manage them responsibly and understand that failure to manage real risks responsibly is likely to lead to robust action
- enabling individuals to understand that as well as the right to protection, they also have to exercise responsibility.

Risk assessments should be performed on all substantial risks; measures should be identified to reduce the risk and to demonstrate that risks are acceptable / tolerable risks. Please note - if the risk cannot be reduced to an acceptable / tolerable level the EVC/Headteacher will need to decide whether the visit / LOtC activity can go ahead.

Where a risk has been transferred to an activity provider it is a necessary duty to carry out due diligence checks on the provider in order to be sure they are competent. Obtaining copies of risk assessments is good practice and does not incur any liability on the individual visit leader or school. To reduce bureaucracy for both Visit Leaders and Providers, ELs should note where a national accreditation is held (LOtC Quality Badge, AALS Licence and Adventuremark). Holding one of the above is a credible assurance and Visit Leaders should seek no further verification.

### 3.3 Emergency planning and critical incidents

Maintained schools and children's services are expected to include measures in their planning to deal with emergencies. In the first instance the school should have sufficient preparations in place (including insurance) to manage the immediate consequences of an incident to include:

- Ensuring that pupils and school staff are safe from further harm, priority to the group
- The relevant emergency services are notified (this should happen co-incident with ensuring pupil and staff safety)
- Appointing a member of staff to be the spokesman and liaison with the emergency services when they arrive (the member of staff to be proficient in the language of the country where the incident has occurred)
- Notifying the school
- Making arrangement for staff and pupils to return to their homes or residential accommodation (possibly with the help of the emergency services).

Once notified the school or service will activate their emergency plan and should notify the Council via Emergency Planning of the incident. The Headteacher (and Governors) will need to determine if the resources at the site of the incident are sufficient or if further support is required. How to access additional support should be part of the visit / LOtC activity planning, or the school may wish to purchase a support package as insurance.

NB. There may be a point where the magnitude of the incident and resultant media attention will require the Council to intervene: typical scenarios might be a major fire at the school, fatalities or when the incident has a significant impact on the local community. The nature of incidents is their unpredictability, so each will be treated separately on its consequences and impact. The 24 hour Emergency Number for Worcestershire County Council is 07624 909756. Separate guidance for dealing with critical incidents is available via the EVOLVE system.

### 3.4 Advice and Information

The council's H&S Team will provide general advice, guidance and information about visits and LOtC activities but cannot advise on high risk and specialist activities. Schools may have a Visit Leader with appropriate qualifications and experience but the more likely scenario will be that an external provider has been engaged



to provide the activity. Schools are recommended to obtain advice and information on high risk and specialist activities direct from the provider or the activity / sport's governing body.

### 3.5 Transport

Careful thought must be given to planning transport to support off-site visits and LOtC activities. Statistics show that it is much more dangerous to travel to an activity than to engage in it. Schools and services must follow the Council's transport policies and procedures.

The level of supervision necessary should be considered as part of the risk management process when planning the journey. The number of staff (or volunteers) required to supervise children during transportation will depend on:

- The type of transport
- The driver (staff cannot supervise children and drive at the same time, groups that will need input from an adult during a journey either behavioural or other will require an extra adult to travel with them.)
- The distance to be travelled
- Any special needs of the children being transported.

Where a coach or bus is hired, the Visit Leader must be sure that a reputable company is used, (guidance on this in national guidance) and that contingency plans are in place should there be a breakdown or accident.

If transport is being provided by a minibus, the driver should have been through the Council's training and hold the correct license categories (e.g. C1, D1).

The use of private cars to transport children to visits and LOtC activities is not recommended. If there is no alternative, the EVC or Headteacher should perform some basic checks:

- Does the driver hold a valid license and the correct level of business insurance?
- Is the car taxed (and a current MOT if applicable)?
- Is the vehicle 'roadworthy'?
- Sufficient safeguarding is in place

## 4 MONITORING AND REVIEW

### 4.1 Approval of Visits and LOtC Activities

The EVC/Head Teacher has the responsibility for the formal approval of all Visits and LOtC activities. Approvals are performed using the EVOLVE system that automatically notifies the Council's H&S Team and Emergency Planning officers. The Council may require further details if the visit or LOtC activity:

- involves a journey more than 50 miles away from base;
- involves a residential or overnight stay; or,
- involves an adventurous activity or takes place in an adventurous environment.

### 4.2 Evaluation of visits and LOtC activities

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The school EVC will ensure that the VL who organised a visit or LOtC activity performs an evaluation to determine:

- What went well;
- What went less well; and,
- How the visit or LOtC activity could be improved.
- Did the provider meet expectations
- Is this a visit that can take place again

It is expected that the EVC will share any significant learning outcomes with other schools.

#### 4.3 Review

This policy will be reviewed every three years or sooner if there is a change in legislation, licensing (of activity providers) or national guidance.

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## Appendix 1: Astley School Visit Checklist



### *SCHOOL VISIT CHECKLIST*

<b>Name of Trip:</b>	
<b>Year Group(s):</b>	
<b>Date of Trip:</b>	

<p><b><u>Class Teacher - Planning the visit:</u></b></p> <p>(1) Contact the provider to check the following:</p> <ul style="list-style-type: none"> <li>• Availability</li> <li>• Cost</li> <li>• Risk Assessment</li> <li>• Special Needs provision (if applicable)</li> </ul> <p>(2) Consider any implications for the following:</p> <ul style="list-style-type: none"> <li>• Lunch provision (including LTS attending visit?)</li> <li>• After-School Clubs</li> <li>• R/KS1 Sports Plus Scheme (Mon pm)</li> <li>• KS2 PPA (Wed pm)</li> <li>• Music Lessons (Mon &amp; Tues <del>pm</del>s)</li> <li>• Stay and Play</li> </ul> <p>(3) Advise the School Office of bookings made/required, including transport arrangements.</p> <p>(4) Prepare the draft letter and send electronic copy to School Office for checking.</p> <p>(5) Enter details of the visit onto EVOLVE – including the Risk Assessment.</p> <p><b>PLEASE GIVE THIS FORM TO THE SCHOOL OFFICE TO COMPLETE THE ITEMS OVERLEAF</b></p>	<p style="text-align: center;"><i>Please tick to confirm actions completed and give further information e.g. costs</i></p>
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## **SCHOOL VISIT CHECKLIST**

### **School Office –**

#### **Visit Arrangements/Paperwork**

- (1) Finalise bookings (if required) including transport arrangements.
- (2) Check draft letter and update with School Money information if required.
- (3) Print sufficient copies as follows:
  - 1 per child
  - 1 class copy
  - 1 for each staff member attending the visit
  - 1 for diary/events folder
  - Spare copies for “Recent letters folder”
- (4) Set up visit on School Money and make public to allow for payment.
- (5) Create SIMS report to allow for replies/payments to be recorded & set up new basket to collate replies.
- (6) Upload letter to School website
- (7) Enter details on Google Calendar and enter into office diary.

### **Visit Leader – In advance of the visit**

- (1) Ensure that you have checked the First Aid bag, including:
  - Inhalers
  - Medication
- (2) Ensure that you have a current contact list.
- (3) Collect reply slips from the School Office.
- (4) Ensure that your mobile phone is charged and that you have the school number – 01299 822002

## Appendix 2: Astley School Risk Assessment

### Astley C.E. Primary School – Risk-Benefit Assessment for Educational Visits.

This Risk-Benefit Assessment is designed to complete the requirement for a written risk assessment, applying the LEA generic risk assessment to the specific requirements of the user. Consider SAGED variables (Staffing, Activity, Group, Environment and Distance/Transport)

Specified nature of activity and environment/venue:

Educational Objectives (refer to 'Planning and prioritising learning opportunities' checklist):

1. Significant hazards and Identification of risks. (Add any significant hazards peculiar to the specified visit / activity or group)	2. Those who might be harmed: (No. & age of student participants. No. of participating staff. Any others at risk.)	3. Control measures:	4. Residual Risk Rating: (Must be acceptable otherwise reassess)
Inappropriate leadership		Activity management takes account of group characteristics. Leaders trained, competent and experienced with clearly defined roles and responsibilities for all staff. Leaders familiar with employer interpretation of OEAP National Guidance and Establishment policy/systems. Preliminary visit strongly recommended.	Acceptable
Transport to and from venue		Use reputable coach company / minibuses in accordance with employer and national guidance	Acceptable
Car Park and Road Traffic Issues		Hazards known and addressed in pre-planning, including allocation of staff management and briefing of pupils.	Acceptable
Incident / Emergency		System of emergency contact in place. Staff trained on Establishment visit emergency policy and protocols. Staffing allocation takes account of medical and behavioural conditions.	Acceptable
Incidents involving members of public		Appropriate briefing of staff and young people on codes of behaviour.	Acceptable
Weather extremes		Protective clothing according to the time of year, weather forecast and time of day.	Acceptable
Specific hazards associated with type of activity		Control measures required to meet employer guidance, establishment policy and good practice expectations	Acceptable
Group specific issues relating to such considerations as age, ability, behaviour, health, SEN etc		Effective briefing and staffing the visit to address the issues. Must ensure effective supervision	Acceptable

Trip organised by .....

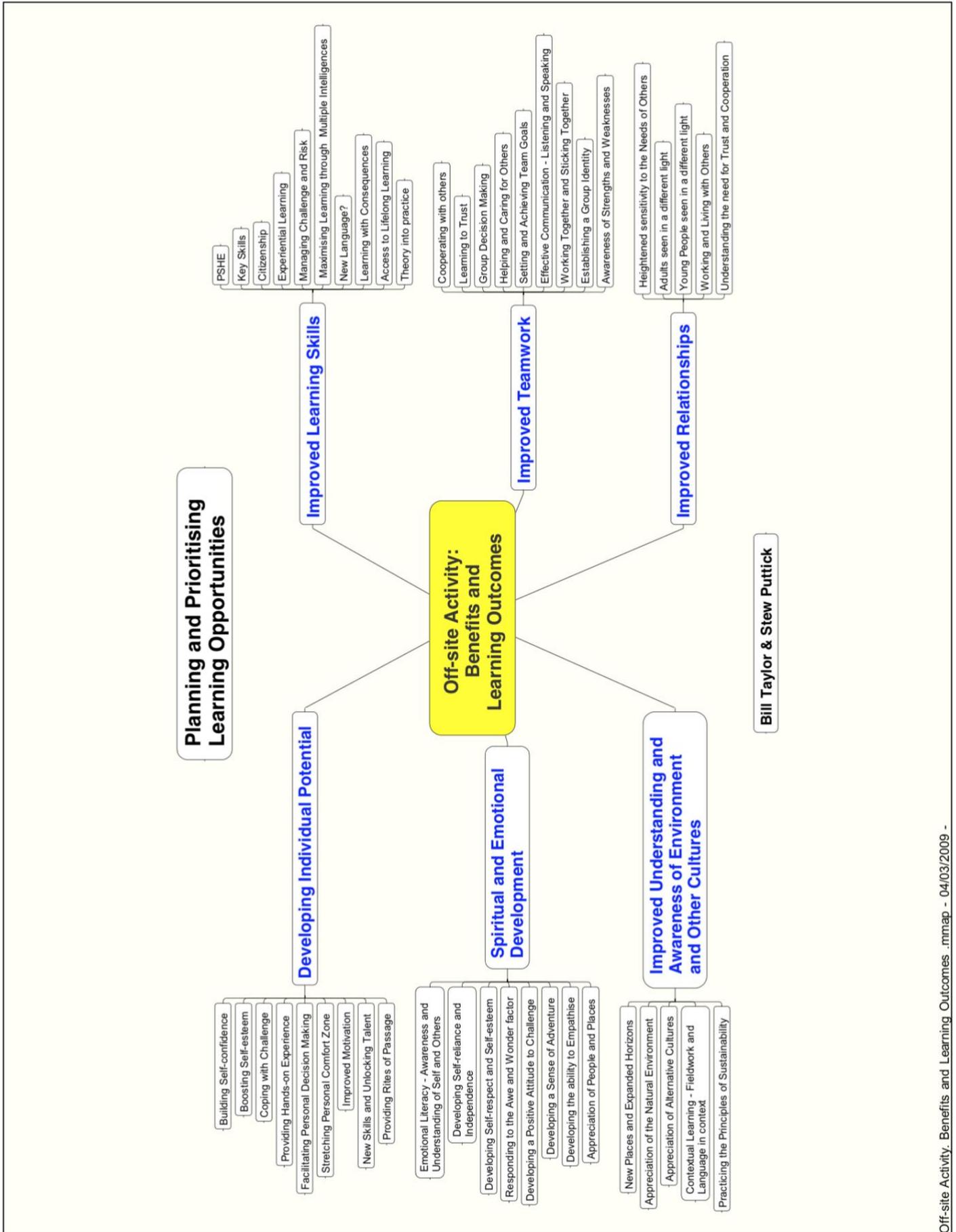
Staff mobiles: .....

Visit details inc coach travel: .....

Emergency contacts: (inc 24 hour where relevant)

- 1.
- 2.
- 3.

# Appendix 3: Astley School Visit Learning Outcomes



## Appendix 4: Astley School Visit Evaluation



**Nature and date of visit:** \_\_\_\_\_

**Venue/Provider:** \_\_\_\_\_

**Visit Leader** \_\_\_\_\_

**Planned Learning Outcomes:** \_\_\_\_\_

**Score the aspects of the course itemised in the matrix below on the following scale:**

- 5 Very good
- 4 Good
- 3 Satisfactory
- 2 Requires some improvement
- 1 Poor, requiring major revision

Aspect of course	Score	Comment
Learning outcomes discussed at beginning, regularly revisited during visit and achieved.		
Activity is well paced showing progression and development of skills and knowledge for all learners.		
Pupils fully engaged in a safe, positive learning environment.		
Positive, professional and consistent relationships built between the leaders/staff and the group.		
Activity linked to wider curriculum outcomes to enhance transfer of learning.		
Suitability of venue.		
Provider input met expectations.		

**Lessons learned that require cascading:** \_\_\_\_\_

**Does the risk-benefit assessment require modification?** \_\_\_\_\_

**Did the visit identify any staff training needs?** \_\_\_\_\_

**Is the visit worth repeating?** \_\_\_\_\_