



EDUCATIONAL VISITS AND LEARNING OUTSIDE THE CLASSROOM POLICY

September 2017

Educational Visits and LOtC Policy

INTRODUCTION

Radius Trust is committed to providing outstanding educational opportunities for all our pupils and students. Educational visits (EVs) and learning outside the classroom (LOtC) are a key component of that provision, broadening experiences for our pupils and enabling a deeper understanding of learning to take place.

Amongst other things, EVs and LOtC comprise:

- Activities within the school's own buildings, grounds or immediate area
- Educational visits organised both within and outside of the hours of the school day beyond the grounds of the provision and in the local and/or wider community
- Overnight stays on the school grounds
- Residential visits that take place during the school week, a weekend or holiday, away from school grounds
- Inclusion placements and integration with local schools and colleges
- Work placements with local organisations
- Involvement in clubs, musical groups, and sporting activities held during break times or after the end of the school day, either on or off-site
- Participation in dramatic productions, concerts and other special events.

LOtC is therefore distinct from EVs in that the former also includes learning within the school boundary that does not occur solely in the classroom.

The majority of this policy – especially with respect to operational management - pertains to educational visits and deals with learning that is predominantly off site. This policy should be read in conjunction with Radius Trust's Risk Assessment, Risk Management and Health & Safety policies.

AIMS AND RATIONALE

Radius Trust has a firm commitment to LOtC and educational visits. It is acknowledged that organising and leading off site activities puts a great deal of responsibility on all involved. However, the benefits are immense and make an invaluable contribution to the academic, personal, emotional and social development of young people.

Aims of LOtC and EVs

- To develop LOtC as an entitlement for all young people by overcoming potential barriers such as complex needs and challenging behaviour.

- To ensure enriching, high quality curriculum provision through LOtC experiences that facilitates pupils' holistic progress.
- To deliver a wide range of progressive and frequent LOtC activities for all pupil groups.
- To provide young people with LOtC experiences that promote personal development and wellbeing, by increasing engagement and maximising access.
- To design the curriculum so that it embeds progressive experiences for all young people.
- To improve the effectiveness of learning outside the classroom through better planning and evaluation of outcomes for young people.

Rationale

Educational visits and LOtC can have valuable and discernible benefits for our children and young people, playing a crucial part in promoting their overall progress and achievement by, for example:

- Providing memorable, fun experiences that inspire, engage and motivate.
- Providing young people with divergent experiences that enable them to generalise their skills in contexts that they would not experience in school alone.
- Supporting the development of positive relationships through building trust.
- Developing greater independence and skills for daily living.
- Promoting social inclusion and engagement with the wider community, through the development of self and other awareness.
- Promoting confidence and self-esteem via engagement with challenging tasks and encouraging pupils to take more responsibility.
- Being responsive to the different learning styles possessed by the range of young people in school.
- Supporting better progress by upping the level of challenge, taking young people out of their comfort zone and working within a framework of managed risk.
- Revealing young peoples' 'hidden talents' that they may not reveal within a classroom or standard setting.

ROLES AND RESPONSIBILITIES

The Local Governing Body satisfies itself, via the Head/Principal's contribution to Local Governing Body meetings, that the appropriate procedures, risk assessments and control measures are in place and that the documented guidance notes are being followed. The LGB should be informed in advance of any residential and/or hazardous activity.

Educational Visits Coordinator (EVC)

Each Radius Trust school has a named member of staff who acts as Educational Visits Coordinator. The EVC must periodically update their EVC training.

The EVC's functions are to:

- Support and advise regarding induction and training for staff/adults.
- Ensure all DBS disclosures and other clearances and checks are in place as necessary.
- Ensure the LOtC leader obtains the consent or refusal of parents/carers.
- Organise emergency arrangements and ensure there is a duty officer for each visit.
- Ensure staff understand how to contact the duty officer and other emergency contacts.
- Keep records as appropriate of individual visits, including reports of accidents and near accidents.
- Review systems and, on occasion, monitor practice.
- Ensure portable first aid kits are available to groups taking part in off-site activities and that kits are checked regularly by a designated member of staff.

LOtC Coordinators

Appointed by the EVC and/or Head/Principal, the coordinator has overall responsibility for the control and leadership of staff and young people throughout the duration of any educational visit or school journey. In most cases the teacher/lecturer will be the coordinator for LOtC.

The responsibilities of the coordinator include:

- Obtaining the appropriate level of approval for the visit or journey.
- Following relevant guidelines and policies.
- Ensuring adequate first aid provision is always available.
- Reporting any child protection/safeguarding issues, incidents or accidents.
- Stopping the visit or an activity if the risk to the health and safety of party members or members of the public is unacceptable.
- Ensuring supervision ratios are appropriate and supervisory practice is good.
- Planning and preparation, risk assessments and emergency procedures, including the preparation of parents, staff and young people via letters and pre-visit briefings, where necessary.
- Developing a programme for the visit that is appropriate to the abilities and needs of the young people, whilst remaining consistent with the school's aims and objectives.

Supervisory Staff

All staff have a duty of care for children and young people under their supervision. The age and ability of the young person, together with the nature and location of the activity, help determine the degree of supervision required.

Radius Trust staff supervising on visits act as employees, whether the visit takes place within normal hours or outside those hours, by agreement with the Head/Principal. Supervisors should follow the instructions of the coordinator and ensure a good level of control and discipline amongst the party. Supervisors should make the coordinator aware of any inability or medical situation that could or would have a significant impact on their ability to supervise effectively. Supervisors should consider stopping activities and informing the coordinator if they think the risk to health and safety of anyone in the party is unacceptable. Clear, regular and ongoing communication between colleagues is essential.

First aid

Risk assessments should identify whether or not a qualified first aider or suitably trained staff member is required.

Emergency Procedures

The risk assessment for each visit will identify the relevant emergency procedures during the visit. For visits extending beyond the school day this includes designating a home contact from the school who may be needed as a link between the party, the parents and the school in the event of an emergency.

In the event of a delay (of more than 1 hour), or of an incident resulting in harm to any pupil, staff member or volunteer, the school must be contacted as soon as possible to inform the Head/Principal or Deputy Head/Vice Principal who will inform families/others as required.

In the event of a party being overdue and without contact by more than 1 hour, the school must investigate.

The Head/Principal

The Head/Principal of the school is responsible for ensuring that the coordinator properly plans and manages visits and journeys. The purpose of the activity should be compatible with the aims of the establishment and form part of a planned, coherent programme. The Head/Principal, in conjunction with the EVC, should ensure that appropriate policy and procedures are in place to give young people the best possible experience in the safest possible way.

The Head/Principal must ensure that:

- Visits comply with all guidelines and regulations regarding health and safety.
- There is a system for effective planning of educational visits, as well as evaluating all visits and journeys in order that future ventures can be enhanced as necessary.
- School emergency procedures are in place and understood by staff.

- There are appropriate child protection and safeguarding procedures in place.
- Time and resources are available for the induction and training of staff and volunteers.
- The Local Governing Body has approved the visit, if required.
- Supervisors and the duty officer have the names of all party members with contact details of next of kin, where appropriate to the journey.
- A contingency plan (Plan B) exists, covering for example the problems posed by staff illness or the need to alter routes or activities during the visit.
- The proper recording and reporting of accidents and incidents takes place. Incidents/accidents are recorded and a debriefing is carried out if necessary.

Supervision ratios

Ratios will be subject to risk assessment.

Disclosure and Barring Service (DBS checks)

Employees and/or supporting adults who have, or could have, substantial and regular access to pupils must undergo an enhanced DBS check.

Policy on consumption of alcohol by staff and supervising adults

The consumption of alcohol on educational visits is always prohibited.

Involving pupils

Children and young people should be involved in the process of risk assessment.

Risk Assessment proformas can be found in Appendix C.

PLANNING VISITS

Educational visits and Learning Outside the Classroom is embedded within Radius Trust curriculum provision and therefore should be treated as any other lesson with respect to planning. In order to plan an off-site activity the EVC should be involved in discussing plans at an early stage. Routine or local visits need to be planned ahead also. It may be possible to approve a series of events on a termly basis. No financial commitment should be agreed until all relevant approvals have been achieved.

Staff should be mindful of ongoing risk assessment. It is essential that there is sufficient lead-in time proportionate to the complexity of the visit and the level of approval required.

The LGB should be informed in advance of any residential and/or hazardous activity.

In relation to equality and inclusion, it is important to consider:

- Entitlement: the right to participate
- Accessibility: direct or by realistic adaption or modification
- Integration: participation with peers

RELATED POLICIES AND PROCEDURES

Child Protection, Adult Protection & Safeguarding Policy and Procedures
Equality & Diversity Policy
Health & Safety Policy
Missing Child Policy
Risk Assessment Policy
Substance Misuse Policy

FURTHER RESOURCES

'Health and safety: advice on legal duties and powers', DfE (February 2014)
<https://www.gov.uk/government/publications/health-and-safety-advice-for-schools>

Health and Safety of Learners Outside The Classroom (HASLOC) (Nov 2009)
<https://evolve.edufocus.co.uk/evco4/resourcehome.asp>.

Council for Learning Outside the Classroom: <http://www.lotc.org.uk/>

APPENDIX A: EDUCATIONAL VISITS

Risk Assessment and Guidelines for Safety during a School Visit to a Public Place

Guidelines for Coach Use Including public transport

As Coordinator, ensure the following occur:

- Check pupils against class list as they board the coach/transport.
- Head count the pupils to check the correct number (in case names have been answered twice).
- Ask pupils to check seats next to them and around them so they know who is sitting there and can see if anyone is missing as they get on and off the coach/transport.
- Consider arranging a Buddy System so they can check each other.
- Before setting off give clear instructions on the following:
 - ✓ Behaviour on the coach/transport
 - ✓ No walking around, kneeling up on seats, etc.
 - ✓ Explain where the emergency exits are, and how to get out during an emergency
 - ✓ Seat belts must be worn at all times
- Visually check that each pupil has fastened seatbelts before setting off.
- Leave a list at reception of all pupils involved and the time of return.
- When using two coaches/transport make sure staff know who is on each coach and have mobile contact numbers.

On leaving the coach/transport to walk to the place to be visited

- Use a member of staff or supporting adult at the front of the pupils to guide and escort them to where they are going.
- Make sure that a member of staff/volunteer is at the back to ensure that nobody goes astray.
- Check that all pupils have got off the coach/transport.
- Arrange for the pupils to walk together in an orderly manner and to watch each other and the member of staff/volunteer.
- Give guidance about traffic and hazards of crossing car parks and roads.

On arrival at the place to be visited

- Check that all pupils and staff/volunteers have arrived at the entrance.
- Ensure that all pupils know the arrangements for checking with staff/volunteers, and that staff have the correct lists of pupils and they know who they are responsible for.
- Reinforce the arrangements for pupils remaining in their groups or Buddy System
- Remind pupils that it is vital they do not wander off from their group, or leave with a stranger.

- Ensure that all pupils know the meeting time and place, and that someone in each group has a watch.

Guidelines for Safety once inside a Public Place

Before leaving school or prior to the visit

As Coordinator:

- Ensure that pupils are divided into smaller more manageable size groups, and that members of staff and/or volunteers are responsible for these groups.
- Provide lists so all staff/volunteers are aware of who is in each group and which member of staff/volunteer is responsible for them.
- Talk to pupils to make them aware of the place they are visiting and the conditions they will encounter.

On arrival at the place and once you have entered

- Remind pupils of the group system and give guidelines about any in-house rules, e.g. remaining quiet in a library.
- Explain that a member of staff will be on duty (it may not be the member of staff they have been allocated) and show pupils where a member of staff will be. **Make sure that a member of staff is there at all times.**
- Arrange a time and place (perhaps half way through visit, lunch time) when pupils and staff/volunteers can meet in their small groups and check for problems.
- At the end of the visit arrange to meet the pupils inside the building and allow plenty of time to check the pupils against lists (allow time for latecomers) and give enough time to walk back to the coach/transport.
- Before leaving the building make sure all pupils have been checked in by their member of staff/volunteer, using their name and head count.
- Remind them of the policy of walking back to the coach/transport.
- Use a member of staff at the front to show the way, one at the back in case of strays, and keep a member of staff in the building to ensure everyone has left.

Return Journey

- Check everyone is back on the coach/transport using name calling, head count and by checking with Buddy System.
- Check all staff and adult helpers have returned to the coach/transport.
- Remind pupils of expectations on coach/transport (repeat guidelines for inward journey).
- Check pupils' seat belts.
- Once back at school, or alighting from public transport, remind pupils to take all belongings off the coach/transport.
- Make sure all pupils have been collected before final member of staff leaves the premises.

If during the visit the coach/transport stops for a break/toilets, all pupils need to be checked off and on in the same manner as stated earlier.

APPENDIX B: PROPOSAL FORM FOR EDUCATIONAL VISIT

Date(s) of visit(s):
Contact Mobile No(s):

Group Leaders **must** complete this form and hand it to the EVC to approve that all necessary provisions are in place. If parents/carers are approached before this approval is obtained it should be explained that the arrangements are provisional and that approval is required before visit is confirmed.

This form is required for **all** visits outside the school and must be submitted no less than two weeks before the visit. If this visit constitutes one of a block of identical visits, then this need only be completed once for the duration of that block (in this event, if there are weekly variations to pupils and staff then these must be entered on an updated version of this form).

Name of school:

Teacher proposing the journey:

Destination:

Exploratory visit carried out? Yes No

Risk assessment conducted and submitted for verification? Yes No

Is it a hazardous or adventure activity? Yes No

Time of departure:

Time of return:

In the diary? Yes No

Cancelled/ordered lunches? N/A Yes

Travelling by? Foot School Minibus Public Transport Car

Checked that the mini-bus/ school car is available? Yes No

Parents informed and permissions checked? Yes No

Pupils to be taken:

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Supervising Adults

Name of adult	Role in group (i.e. Group Leader, Supervisor, Driver)	Staff or volunteer? (S/V)	First aider? (Y/N)

Have you informed other relevant staff affected by this outing, including LA transport if applicable?

Yes No

Satisfied that feeding, toileting and safety requirements will all be met satisfactorily (including emergency meds if applicable)?

Yes No

Any additional insurance/requirements arranged? N/A Yes

Funding Details (e.g. parent contributions, FODS, class fund, etc.):

Please list up to three generic educational opportunities offered by this visit:

1	
2	
3	

Risk Assessment shared with all relevant adults? Yes No

Has this visit been approved by the EVC? Yes No

Name of EVC: _____

Signature: _____ Date: _____

APPENDIX C: COMMUNITY VISIT – RISK ASSESSMENT

[This form is to be used in conjunction with the Proposal Form for Educational Visit](#)

Name of school:
Visit to:

General significant hazards and harm which may occur – add columns as appropriate	Safety Measures – measures that will be put in place and/or will be taken to reduce the risk to an acceptable level.
Pupil specific hazards – add columns as appropriate	Safety Measures
Any other general notes?	Safety Measures

Plan B Activity

This is necessary if, for whatever reason, the visit to the pre-arranged destination is not possible. This will be circumstantial – for example, you may become stuck in heavy traffic or develop a problem with the vehicle en route; if using public transport, you may experience cancellations or delays; it may be that a pupil or pupils become anxious or distressed/unwell and an ‘on the spot’ risk assessment deems that it would be unsuitable

to proceed to the pre-arranged destination. ***It is essential that thought is given to such eventualities and these thoughts should form part of the standard risk assessment.***

There may not be any pre-identified Plan B activity (if Plan B is to return to school as quickly and safely as possible). However, where one is identified, it must be risk assessed below in the usual way.

In the event of a problem developing during a visit, it is forbidden to engage the pupils in any activity that has not been adequately pre-risk assessed and signed off by the EVC.

Any emergency action that may need to be taken should occur in direct consultation with the Head/Principal or Deputy Head/Vice Principal (or the next most senior person at the school as appropriate).

Plan B Activity	
General significant hazards and harm which may occur – add columns as appropriate	Safety Measures – measures that will be put in place and/or will be taken to reduce the risk to an acceptable level.
Pupil specific hazards – add columns as appropriate	Safety Measures
Any other general notes? – for example, a change in the weather	Safety Measures

Name of EVC: _____

Signature: _____ Date: _____