



Diocese of Salisbury
Academy Trust
'Beyond expectations for all of God's children'

Learning Outside the Classroom and Educational Visits Policy and Procedures

Policy Date: December 2021

Review Date: December 2024

Learning Outside the Classroom (LOT) Policy

1. Introduction

The Academy considers it vital that we maintain a broad and balanced curriculum. This includes ensuring that all pupils have opportunity to experience first-hand and have chance to take part in educational activities outside the classroom. The aim of this policy is to sustain and promote a broad range of off-site educational visits whilst ensuring safe management practices and effective supervision.

We believe that educational visits outside of school, including residential opportunities, encourage cooperation, teamwork and the application of problem-solving skills and develop independence and self-confidence. We therefore ensure that they are built into our curriculum and are designed to support, enrich and extend opportunities for teaching and learning.

This policy and procedures are formulated in conjunction with the advice, guidance and support provided by the Wiltshire Council Learning Outside the Classroom Service / Dorset Council Outdoor Education Service.

2. Context relative to employer's policies and national guidance

This policy should be considered in the context of the following school policies and national guidance:

- Child protection and safeguarding policy
- SEN / Disability policy
- Code of Conduct for Teaching and Support Staff in Academies
- Charging for School Activities
- Education and Inspections Act 2006
- The Equality Act 2010
- Ofsted inspection framework 2018
- Children's Act 2004
- Outdoor Education Advisers Panel National Guidance
- Department for Education Guidance - Health and Safety on Educational Visits (2018)

3. Clarification of roles and responsibilities

Diocese of Salisbury Academy Trust

The management of educational visits is underpinned by current Employment Law which is; The Health and Safety at Work Act 1974 and the Management of Health and Safety at Work Regulations 1999. As employer, the Diocese of Salisbury Academy Trust, has a legal responsibility to ensure the health, safety and well-being of the employees and pupils of the school. As part of this responsibility the Trust must:

- provide **whatever information, instruction, training and supervision is necessary to ensure**, "so far as is reasonably practicable", the health and safety at work of their employees and others affected by their activities.
- **identify situations where health and safety training is particularly important**, e.g. when people start work, on exposure to new or **increased risks** and where existing skills may have become rusty or need updating.
- appoint a 'competent person' to help them meet their health and safety duties. The definition of a competent person is **someone who has the necessary training, skills, experience and knowledge to manage health and safety.**

In order to meet this obligation, the Trust subscribes to the Wiltshire Council Learning Outside the Classroom Service / Dorset Council Outdoor Education Service which uses the EVOLVE system to plan, manage and authorise educational visits and have adopted Outdoor Education Advisers Panel (OEAP) National Guidance as the foundation of its work.

As part of this agreement the Trust has appointed the Learning Outside the Classroom Safety Adviser / Outdoor Education Adviser as 'competent person' and accepts the recommendations and expert guidance provided as the good practise.

Academy Standards and Ethos Committee (ASEC)

The ASEC has a strategic role to set the vision, rationale and principles for the provision of high-quality Learning Outside the Classroom (LOTC) experiences. To enable this to happen the ASEC delegate authority and hold to account the Headteacher for oversight of educational visits to ensure that the educational experiences are of a high quality; that they offer best value and that health and safety, and financial regulations are adhered to.

The ASEC will:

- Be fully aware of an employer's responsibilities under health and safety law;
- Ensure that formally adopted guidance from the Wiltshire Council Learning Outside the Classroom Service / Dorset Council Outdoor Education Service is adhered to;
- Ensure that there are robust systems to support the implementation of the guidance including the effective use of the Wiltshire Council / Dorset Council EVOLVE system;
- Challenge, in order to be clear about, how outdoor learning and visits lead to a wide range of outcomes for children and young people and contribute towards school effectiveness;
- Ensure that there is an establishment visits/outdoor learning policy and procedures – including emergency procedures – and it supports the principles of inclusion;
- Ensure that they are informed and involved in an effective process for authorising and approving educational visits;
- Ensure there is a trained Educational Visits Co-ordinator (EVC) who meets the Trust's requirements, has sufficient time to fulfil the role and receives the necessary training to support the planning and delivery of educational visits and LOTC;
- Ensure there are monitoring procedures in place; activity is evaluated; good practice is shared, and any issues are followed up to comply with statutory and employer's requirements.

Headteacher

The Headteacher is responsible for ensuring that the LOTC experiences provided are of a high quality; that they offer best value and that they comply with health and safety and financial regulations. The Headteacher must also **authorise all educational visits** via the Wiltshire Council / Dorset Council EVOLVE system **before they can leave the site**.

The Headteacher will also:

- Ensure that the protocols and procedures for the planning, management and delivery of LOTC experiences are consistent with the school policy and adopted guidance and recommendations;
- Be aware that the appointment of an Educational Visits Coordinator (EVC) is critical to the implementation of this guidance. The EVC should be appropriately competent to their role

(see below) and should be allowed sufficient time to fulfil the role, including attendance at OEAP accredited training provided by Wiltshire Council Learning Outside the Classroom Service / Dorset Council Outdoor Education Service;

- Headteachers may choose to designate themselves as EVC;
- Assure the **competency, experience and confidence** of the Visit Leader to effectively supervise each educational visit;
- Ensure that the Governing Body are regularly informed about the delivery of visits and outdoor learning and their contribution towards school effectiveness;
- Have access to expert advice provided by the Learning Outside the Classroom Safety Adviser / Outdoor Education Adviser.

Education Visits Coordinator (EVC)

Following the Department of Education guidance – Managing Health and Safety on Educational Visits (2018), the Academy recognises that the EVC role is a management function within school and is critical to the success of the planning, management and monitoring educational visits and LOTC.

When appointing an EVC careful consideration is given to experience of the post holder in practical outdoor learning and visit leadership together with a status within school that enables guiding of the working practices of their colleagues. Sufficient time is given to enable the post holder to fulfil the role and to attend OEAP accredited EVC training and update/ revalidation as required.

The role of the EVC in our Academy is to:

- Promote educational visits and take a lead in policy development;
- Liaise with staff, offering advice and support regarding educational visits;
- Advise on the arrangements for visits, including staff to student ratios;
- Ensure that authorised and approved visits are added to the school calendar;
- Approve the letter to be sent to parents;
- Ensure that there are updated Charging and Remissions Policy and Educational Visits Policy and Procedures;
- Liaise with the Headteacher and Governing Body as requested;
- Assess and approve the competency, experience and confidence of staff and volunteers involved in each educational visit, ensuring appropriate checks are in place to effectively supervise each visit;
- Confirm the insurance policy covers the planned activities;
- Ensure visit plans and submission are completed accurately consistent, with a SAGED approach (see Section 4) and in good time to allow for scrutiny, authorisation and approval via the EVOLVE system;
- Ensure records are kept and checks are made on staff qualifications and driving details (car insurance with business use if transporting students in own cars);
- Attend relevant EVC training;
- Organise Visit Leader and EVOLVE system training for staff as required.

Visit Leader

The Visit Leader who must be an employee of the school, has overall responsibility for the planning, management, supervision and conduct of the visit and shall have regard to the health and safety of the group. The Visit Leader is responsible for ensuring that each visit is carefully planned and a submission is prepared using the EVOLVE system which includes a visit specific risk-assessment.

All Visit Leaders will have a working knowledge of basic first aid and be competent to use the first aid materials carried with the group. They will also know how to access qualified first aid support as required. The Academy believes it is good practise for at least one member of the Supervision Team to hold a first aid qualification and that this level of qualification will be determined by the risk assessment process and the advice of the LOTC Safety Adviser/ Outdoor Education Adviser, where appropriate.

The Visit Leader will:

- Produce the EVOLVE submission for the trip with sufficient detail relative to the complexity of the trip to allow effective scrutiny and authorisation. As per the RADAR approach (see section 5);
- Ensure there are clear educational aims for the visit;
- Take overall responsibility for the organisation, supervision and conduct of the visit and have an up to date knowledge of the LOTC and Educational Visits Policy and Procedures;
- Provide sufficient notice and ask the EVC for permission to organise the visit in terms of educational value, cover requirements and the school calendar. In the case higher risk visits that require additional scrutiny and approval from the Wiltshire Council LOTC Safety Adviser / Outdoor Education Adviser, this should be a minimum of **28 days prior to the start of the visit;**
- Research the visit costs and seek best value, confirming any costs being passed onto students;
- Draft the letter to parents and informed consent forms as required and pass to the EVC for approval;
- Check parental consent forms, medical and behaviour concerns of students attending the visit;
- If the visit is oversubscribed, then agree with the Headteacher and EVC selection criteria to be used e.g. behaviour of students; attendance; eligibility for other visits; random selection;
- Complete a comprehensive risk assessment using the agreed template, share with the EVC and upload to the EVOLVE submission;
- The Visit Leader must have sufficient competence, experience and confidence to assess risks as they change throughout the visit and make decisions to stop activities if the risks become unacceptable. Where appropriate, the Visit Leader will endeavour to involve the Supervising Team and the students in the risk assessment process so that all involved can appreciate the risks involved and are aware of the control measures in place;
- As part of the risk assessment, the Visit Leader must determine the appropriate first aid requirements relative to the nature of the activity, the needs of the group and the extent to which the group will be isolated from support of the emergency services;
- Consider whether any student participating in the visit may need a permission letter from their doctor in order to be covered by the insurance policy. A clear risk assessment must be made for any named student with known behavioural or medical issues;
- Ensure parents, accompanying staff and students are kept fully informed of visit arrangements and itinerary (and in the case of residential and overseas visits hold an information evening for parents and a separate meeting for students and staff);

- Ensure that all accompanying staff have a clear understanding of accident/emergency procedures – provide them with a visit information pack include: itinerary, register of students, all emergency contact details and procedures;
- Ensure that all accompanying staff are fully briefed and clear about their specific duties, responsibilities and act in the same way as a careful parent ‘in loco parentis’. For overseas visits hold a staff briefing to make clear expectations of supervision at each point of the visit using the itinerary;
- Ensure that **no one on the trip consumes alcohol** (including staff, supervising adults and / or students);
- Ensure adequate first aid has been considered and that first aid kits and individual students’ medical kits have been taken along as appropriate. Inform all staff on the visit should be aware of who is responsible for first aid;
- Carry copies of all supporting documentation on the visit, e.g. itinerary, consent forms, emergency contacts, special medical and/or dietary requirements and ensure that copies of the details are left with the school office and with the emergency contacts where the visit is outside school hours, residential or overseas;
- Take a charged mobile phone on the visit;
- Report any accidents and incidents that occur during the visits in accordance with the school health and safety policy;
- Ensure they understand child protection and safeguarding issues;
- For overseas visits, ensure that all students have the correct travel documents to be able to enter the country being visited and to be able to re-enter the UK. Students who hold non-EU passports must have full residency stamps or visas that allow them re-entry on their own passports not their parents;
- Complete an evaluation of the visit via the EVOLVE system.

Supervising Team

According to the supervision requirements of each visit, the Visit Leader will assemble a team of supervising adults to help manage the conduct and health, safety and well-being of the whole group. This team can include both employed staff of the school and volunteer adults.

Staff on school-led visits act as employees of the school, whether the visit takes place within normal school hours or outside those hours. They must do their best to ensure the health and safety of everyone in the group and act as any reasonable parent/carer would do in the same circumstances. Staff and all other adults assisting the Visit Leader must consent and agree that the Visit Leader has full authority to reasonably direct their supervision of the students.

Members of the supervising team will be sufficiently briefed as to their roles and responsibilities throughout the visit so that they are able to support the Visit Leader effectively. This will include contributing to the planning and preparation for the educational visits, the organisation of risk management and specific individual responsibilities, especially if the visit involves an extended day or residential experience. This briefing should empower them to intervene appropriately with the group or an individual young person for safety or behaviour management purposes.

Additional members of staff and other adults taking part in educational visits will:

- Assist the Visit leader to ensure the health, safety, welfare, pastoral care and supervision of the students on the visit.
- Be clear about their roles and responsibilities whilst taking part in a visit.

- Ensure they understand child protection and safeguarding issues.
- Take care of their own Health and Safety and that of others on educational visits.
- Bring to the Visit Leader's attention any deficiencies in the arrangements that may create hazards.
- When abroad, staff should abide by all laws and be aware that there may be local customs that should be considered.

Students

All students participating in educational visits will:

- Follow the school behaviour policy as this still applies during an educational visit;
- Understand that they have a responsibility to avoid unnecessary risks;
- Follow the instructions of the Visit Leader and other members of the Supervision Team;
- Behave sensibly at all times, keeping to any agreed visit code of conduct;
- Inform a member of staff if they become aware of any significant hazards or if there is anything that they are concerned about;

Parents, Carers and Guardians

Parents, carers and guardians of students involved in the educational visit should:

- Understand that they have an important role in deciding whether any educational visit or activity is suitable for their son/daughter;
- Inform the Visit Leader about any medical, psychological or physical condition relevant to the visit;
- Provide an emergency contact number on which they will be available at all times;
- Sign the consent form;
- Be responsible for ensuring that their son/daughter has the correct travel documentation for overseas visits and re-entry into the UK.

LOTC Safety Adviser / Outdoor Education Adviser

As part of the Wiltshire Council LOTC Service / Dorset Council Outdoor Education Service, the Academy has access to technical advice, guidance and expertise from the Learning Outside the Classroom Safety Adviser / Outdoor Education Adviser. This advice, guidance and expertise is used to help inform the planning, management and delivery of the LOTC activities and to ensure that they offer safe, high quality learning experiences. Those submissions that involve higher risk activities are subject to further scrutiny and are Approved by the Learning Outside the Classroom Safety Adviser via the EVOLVE system using the SAGED approach (see section 4). These include;

- ✓ overseas visits
- ✓ residential visits
- ✓ adventurous activities
- ✓ activities in, on or around open water or the sea

A minimum of 28 days' notice is required to allow sufficient time for feedback and amendments to be made prior to the departure.

Procedural requirements

4. Effective supervision - The SAGED Approach

The responsibility for supervision is continuous, 24 hours a day. It is important that care and supervision are maintained during periods outside structured activities, as well as during the activities themselves. This does not mean that young people need necessarily to be constantly watched, but rather that Visit Leaders need to achieve a sensible balance of activities and supervision methods.

Time for young people to be with their peers, away from a close adult presence, can be an important part of visits, particularly for residential experiences, and brings many additional learning opportunities. This is equally true for structured learning time as it is for recreational time on longer visits and therefore supervision can be direct or indirect (within clear boundaries). However, this needs to be appropriately managed and should be built into the visit plan with appropriate levels of supervision, be included in information to parents (and their consent) and be covered by the risk / benefit assessment.

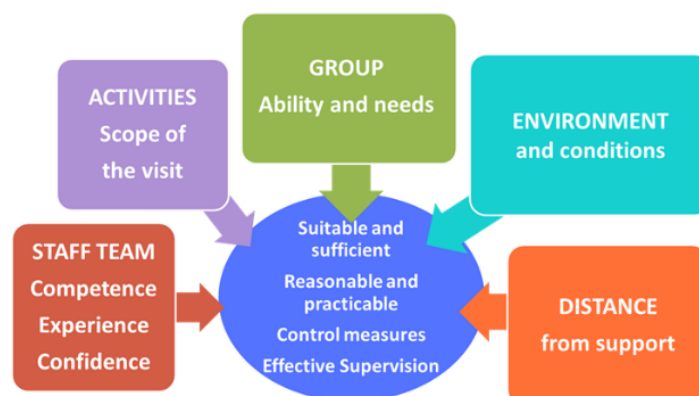
The Principles of Effective Supervision.

Activity and Visit Leaders must ensure that young people are supervised in accordance with the principles of “Effective Supervision”, requiring them to take account of:

- The nature of the activity (including its duration);
- The location and environment in which the activity is to take place;
- The age and gender (including developmental age) of the young people to be supervised;
- The ability of the young people (including their behavioural, medical, emotional and educational needs);
- Staff competence.

This means that arrangements for supervision, including staff/student ratios, must take into account the nature of a group and the individuals in it.

A useful framework for assessing requirements for ratios and effective supervision is to adopt a **SAGED** Approach



Supervision Ratios

Ratios are a risk management issue and should be determined through the process of risk assessment. It is not possible to set down definitive staff/ student ratios for a particular age group or activity, although as a starting point, the school requires the Visit Leader to use the following supervision ratios as a minimum requirement for non-hazardous activities ([Wiltshire Council LOTC Service guidance](#)).

Primary School pupils

Nature of activity	Year group	Ratio	Additional guidance
Day visit in the UK	FS2 , Y1-Y3	1:6	Minimum of 2 accompanying adults
	Y4 – Y6	1:15	
Residential visit in the UK	FS2, Y1 -Y3	1:6	Minimum of 2 accompanying adults (with a mixed gender group, male and female staff should be present)
	Y4-Y6	1:10	
Camping in the UK	FS2, Y1 – Y3	1:6	Minimum of 2 accompanying adults (with a mixed gender group, male and female staff should be present)
	Y4 – Y6	1:10	
Overseas visit	FS2, Y1 – Y3	1:6	Minimum of 2 accompanying adults (with a mixed gender group, male and female staff should be present)
	Y4 – Y6	1:10	

Secondary School pupils

Day visit in the UK	1:15	Minimum of 2 accompanying adults
Residential visit in the UK	1:15	Minimum of 2 accompanying adults (with a mixed gender group, both male and female staff must be present)
Camping in the UK	1:10	Minimum of 2 accompanying adults (with a mixed gender group, both male and female staff must be present)
Overseas visit	1:10	Minimum of 2 accompanying adults (with a mixed gender group, both male and female staff must be present)

These ratios are the minimum and risk assessment planning should ensure that there are sufficient leaders and supervisors to cope effectively with an emergency.

Parents as members of the Supervising Team

If any of the Supervision Team are also parents of pupils taking part, the potential exists for parental instincts to compromise the group management of the visit, particularly if there is a serious incident where leaders may be distracted by the needs of their own child. This should be covered in any risk assessment and management decisions and unless it is part of an agreed plan, situations where the leadership role gives direct responsibility for their own child should be avoided. Ratios may need to be revised to meet this situation.

Parents or guardians providing care or medical support during an educational visit

If any young person attending the visit is to be accompanied by their parent or guardian in a one to one caring / medical needs capacity, this adult cannot be included in the ratio of supervising adults appropriate for the visit.

Supervising Adventurous Activities

These ratios above are for pastoral support purposes and do not include activity technical instructors. Where Visit Leaders are also acting as technical instructors, the numbers of adults needed should be reviewed. The ratio of leaders and adult supervisors to pupils and young people for specific outdoor activities varies according to the activity to be undertaken. Full details of leader/pupil ratios are given in the Guidance Notes in EVOLVE.

Where an adventurous activity is provided by an External Provider, the technical instructors cannot be included in the supervision ratio and the expectation is that the technical instructors will be supported by the school Supervision Team to provide pastoral support to the group.

Consumption of alcohol or other substances likely to impair judgement in relation to duty of care

No one participating in an educational visit should consume alcohol or other substances likely to impair their judgement.

“if a teacher consumes alcohol whilst responsible for pupils in his / her care, the impaired judgment of the teacher poses a risk to the pupils’ safety and is therefore in breach of Teachers Standards and that this role of responsibility is not negated by the fact that a member of staff may not have been specifically appointed to be on duty at the time”.

National College of Teachers and Lecturers Professional Conduct Panel (2017)

All staff and adult volunteers involved in the supervision and management of the educational visit must be made aware of this policy statement, the expectations of Governors and must agree to comply with this condition before they can be accepted as part of the Supervision Team.

All pupils and parents must be made aware of this policy statement as part of the planning of a trip and compliance should be included in the Code of Conduct contract signed by the pupil and parents prior to their participation in the educational visit.

If a member of staff consumes alcohol during an educational visit, this represents a breach in the statutory frameworks set out in teachers’ professional duties and responsibilities by the National College of Teachers and Lecturers Professional Conduct Panel and may therefore lead to formal disciplinary action.

If a volunteer adult then consumes alcohol during an educational visit, they will immediately be removed from the Supervision Team by the Visit Leader and will not be allowed to continue to work with the group.

If a pupil then consumes alcohol, they will immediately be removed from the visit, returned to school and will face further disciplinary action.

At The Trinity Primary Academy the following are responsible for:

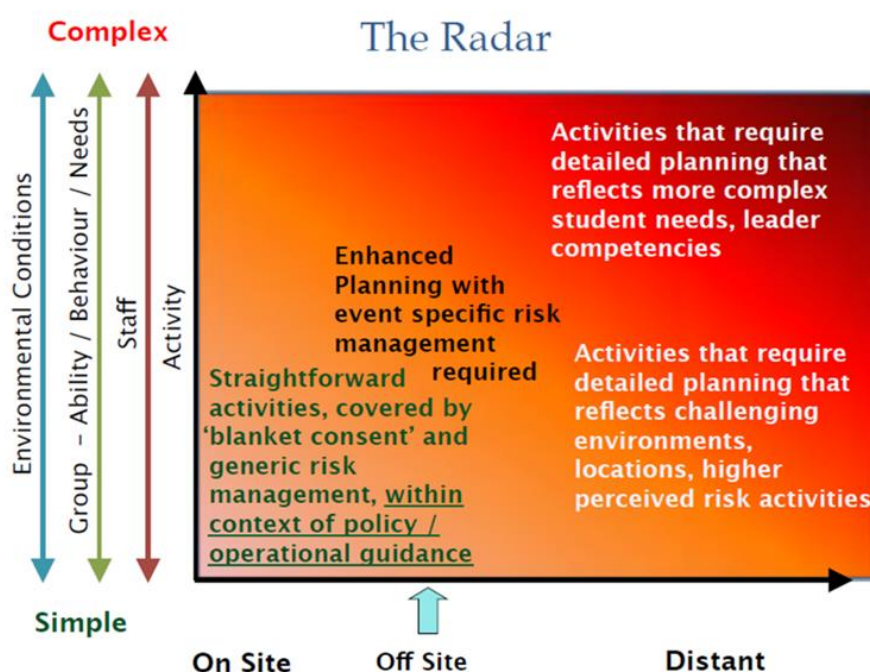
Booking on transport – admin officer
Registration of pupils – visit co-ordinator/lead teacher
Managing medication – lead teacher
Supply cover – admin officer/headteacher
Management of finance – admin and finance officer

5. Monitoring of planning, management and delivery of LOTC and educational visits.

The ASEC has a statutory responsibility to monitor the work of employees of the Academy and the implementation of policy and guidance that they issue.

The ASEC have delegated the responsibility for regularly monitoring of the planning, management and delivery of LOTC and educational visits to the Headteacher, who will work in partnership with the EVC, Visit Leaders and other staff of the school to ensure that this policy is implemented correctly.

The Academy has a commitment to good practise in the planning, management and monitoring of LOTC and educational visits and, as part of that commitment, uses the RADAR approach together with EVOLVE system to plan, record, authorise and evaluate all educational visits.



When monitoring the success of LOTC and educational visits, the Headteacher will ensure that:

- All Educational visits and off-site activities are carried out safely and effectively and in line with Academy policy and procedures;
- Relevant policies and procedures are reviewed and updated to remain current and in line with good practice;
- Staff have easy access to the policy and to any advice, guidance and support they require;
- Staff have access to relevant training that supports the implementation of this policy and guidance e.g. OEAP Accredited EVC training, OEAP Accredited Visit Leader training;
- The Academy continues to have access to expert advice, support and guidance from the LOTC Safety Adviser / Outdoor Education Adviser;
- The Academy appoints, trains and revalidates the EVC in accordance with this policy and guidance;
- Provide regular updates and reports to the Governing Body, celebrating success and highlighting any issues that require additional consideration or improvement.

6. Induction, training and expectations of staff

As part of the induction and training of new staff, the Academy will ensure that they become familiar with the policy, protocol and procedures associated with the planning, management and delivery of LOTC and educational visits. This will be done via the staff handbook and induction training sessions with the EVC.

The EVC will work with new staff to assess their competency and experience to lead educational visits. This will be recorded using the My Profile feature in EVOLVE and this information will inform the provision of training i.e.

- Staff identified as requiring practical training and experience as assistant leaders are given the opportunity to work within an apprenticeship model alongside more experienced Visit Leaders and that this opportunity is monitored and evaluated against agreed criteria.
- Access to OEAP Accredited Visit Leader training.
- Support and access to training to allow staff to gain First Aid qualifications.
- Support and access to training to allow staff to National Governing Body awards for adventurous activities as required.

7. Risk management and risk-benefit assessment

Well planned and managed LOTC experiences provide considerable benefit to children's learning and development. These experiences can be particularly effective in helping children to develop the ability to cope with a wide variety of challenges and develop the character and resilience needed to succeed in later life. Challenging LOTC experiences require them to make informed choices and to understand and take responsibility for the consequences.

It is therefore beneficial to provide opportunities for children to participate in LOTC experiences where there is a degree of managed risk, accepting that reasonable and practicable control measures are in place that are suitable and sufficient relative to the hazards identified.

The Management of Health and Safety at Work Regulations (1998), require that risk assessments be undertaken for each of the hazards identified, such that suitable and sufficient control measures can be put in place to minimise the dangers for students and staff.

The Governing Body has responsibility and a legal duty to ensure that trips and visits are conducted in such a way that participants and staff are not subjected to unacceptable levels of risk to health and safety. This responsibility is delegated by the governing body to the Headteacher, relevant members of SLT and the EVC, who will ensure relevant training is given to trip leaders and relevant staff regarding all procedures and protocols.

Visit Leaders are responsible for managing the risks associated with educational visits and should do this via a risk-benefit analysis and record this process through a Risk Assessment document. Visit Leaders will receive training and guidance on how to;

- identify significant hazards associated with LOTC activities and their potential to cause harm
- assess the likelihood and extent to which members of the group might be harmed
- establish suitable and sufficient control measures to mitigate those risks

Visit Leaders should also provide opportunities for children to be actively involved in the risk management planning process as this not only provides opportunities for children to learn to manage risk for themselves during the experience, but also demonstrates the Academy's commitment **to teach safely and teach safety** as outlined in the *Ofsted Framework (2019)* : *Behaviour and safety of pupils at the school*.

Visit Leaders have access to a range of Risk Assessment templates in EVOLVE and on the Trust's SharePoint to help them prepare suitable risk assessments (Wiltshire Council LOTC Service)

Managing the risk of Coronavirus

Learning outdoors has many educational and health benefits in normal times. In addition, during the pandemic they are particularly useful as;

- The risk of infection is reduced outdoors due to ventilation and exposure to UV light.
- 'Social distancing' is often easier to maintain outside;
- Being outdoors in natural settings has a positive impact on mental health and well-being.

We will therefore endeavour to continue to provide opportunities for learning outside the classroom by ensuring that our planning and management of risk associated with infection from COVID 19 reflects the Department for Education (DfE) of guidance for schools and any advice given by Public Health in Wiltshire and Dorset www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak.

We will ensure that any public health advice, such as social distancing, hygiene and ventilation requirements is included as part of process of risk assessment of all educational visits and activities.

This will include consideration of the following additional control measures;

- arrangements if a participant develops COVID symptoms during the visit,
- minimising travel time
- working with Providers to minimise contact with others
- whether face coverings or other precautionary actions will be required
- maintaining social distancing
- maintaining good hand hygiene
- contingency plans in case of changes to government guidance or, for example, staff becoming unavailable because of a requirement to self-isolate.

8. Assessing venues and providers

Where possible, all venues for trips are visited prior to the trip taking place by the Visit Leader. Visit Leaders will endeavour to work with Providers who hold a Learning Outside the Classroom Quality Badge as this provides credible assurances of health and safety management systems and the quality provision. Where preferred Providers do not hold the Quality Badge, assurances will be gained through the completion of a Wiltshire Council LOTC Service Provider Statement and subsequent vetting from the Wiltshire Council LOTC Service / Dorset Council equivalent.

We will also ensure that they have made suitable adjustments and have suitable protocols in place to help us to mitigate the risk of COVID 19.

9. Management and use of volunteers

Any volunteers who accompany any visit or activity will be vetted and be directly supervised by a member of staff. If they are to have significant unsupervised access to young people, then an enhanced DBS disclosure certificate will be obtained, and they will undergo induction and training in their role and responsibilities as detailed in the guidance and local procedures.

If it is necessary for someone who does not normally work at the school (such as a parent, volunteer, supply teacher or freelance leader) to take part in an educational visit, then we will ensure that they follow the same COVID procedures as they would if they were visiting the school site and adopt the protocols we have in place as part of our risk assessment for the specific trip.

10. Emergency procedures and incident reporting

To report a Critical Incident call Wiltshire Council on: 0300 456 0100

Clearly identify that you are calling to report a Critical Incident.

Outside office hours your call will be diverted to the Emergency Duty Service

10. Emergency procedures and incident reporting

in the event of, e.g.

- a lost pupil
- road traffic accident
- injury or illness
- theft/robbery/violence & aggression
- family problem at home
- potential act of terrorism

Beforehand:

HEADTEACHER/EDUCATION VISITS CO-ORDINATORS

Ensure that Educational Visits do not proceed unless in compliance with Off-site Visits and Transport policies in particular, e.g.

- There is a Trip Leader and deputies as necessary, e.g. one per vehicle
- There is a 24/7 Contact
- Risk Assessments have been obtained and tailored/carried out for each aspect of the Educational Visit
- There is a transport plan e.g. to cover driver breaks, routes etc.
- The School Educational Visit Checklist has been completed e.g. to cover staff/pupil ratio provision of First Aid, etc.
- The local authority have been informed, using the most recent forms, of any category C (adventurous) and/or residential activities via the Evolve system, within the requested timescales

TRIP LEADER

To ensure that s/he has:

- become familiar with the appropriate policies as necessary for the visit
- has obtained Risk Assessments from venues (where available) and tailored them appropriately

- risk assessed each aspect of the Educational Visit
- has Plan Bs in place in the event of planned activities having to be abandoned due to Health and Safety considerations
- drawn up a transport plan
- sent off the offsite visit form, if applicable
- completed the School Educational Visits checklist
- has laminated copies of both the School Educational Visit Emergency Procedure and the Policy, Procedures and Code of Practice for Off Site Visits Appendix A 'Emergency Number and Emergency Procedures'

On leaving

TRIP LEADER ensures that:

- the original Parental Consent/Medical information/Emergency Contact sheets are taken on the Educational Visit – replicated for deputies as necessary
- a list of all trip attendees must be left in the office
- the trip mobile telephone(s) is/are fully charged and in working order

SCHOOL CONTACT ensures that:

- the school mobile telephone is fully charged and in working order
- both the Headteacher and DSAT Services contact numbers are known and saved on mobile phones for easy access
- there is easy access to Parental Consent/Medical information/Emergency Contact sheets

On arrival

TRIP LEADER

- telephones School Contact to ensure communication channels open

During Educational Visit

If an Emergency occurs at a pupil's home (e.g. illness of a relative):

- School Contact to inform Trip Leader of parents' wishes
- School Contact to inform Headteacher
- Assistance is offered, as appropriate, to help with the situation

If an Emergency occurs on the Educational Visit (e.g. Delay due to severe weather or transport problems):

- Trip leader to keep School Contact informed of any substantial delay e.g. greater than 1 hour, or a variation in Estimated Time of Arrival back at School greater than 30 minutes
- School Contact to activate trip / school communications system by text or email

Any accident requiring a visit to hospital

- Trip leader to inform School Contact: once immediate situation secured, rest of group settled, and hospital transport arranged, then once hospital diagnosis is known

Any illness requiring a visit to hospital

- Trip leader to inform School Contact once pupil comfortable and rest of group settled and then if pupil deteriorates or treatment changes

Theft/robbery/violence & aggression

- Trip leader to inform School Contact once immediate situation secured, rest of group settled and then once statement has been given to local police

Missing pupil(s)

- Trip leader to inform School Contact as soon as reasonable give number of pupils, age, activity, physical environment and then again pupils should have school contact details on them as a wristband or pocket slip when local police informed and action underway
Civil strife, coup d'état, war
- Trip leader to inform School Contact at very first signs of abnormality and then when pupils are confined to residence

Disruptive behaviour liable to have Health & Safety consequences

- Trip leader to inform School Contact immediately following incident and then when early return of pupil agreed

For 2 to 7 of the above: School contact to activate communication plan, including notification of local authority Emergencies Officer, Health and Safety Advisors and DSAT Services and completion of incident forms

11. Behaviour

All students and staff who participate in trips and visits that are organised in the confines of this policy are governed by the same rules as regards to conduct and behaviour as those staff and students who remain in the Academy. As such, any behavioural incidents must be logged and consequences sought through the appropriate senior member of staff

12. Inclusion and entitlement

Educational Visits are an integral part of the curriculum. All students are entitled to participate irrespective of social background, race, ethnicity, religion, belief, special educational need or disability. In cases where the family financial circumstances prevent a student participating in a curriculum visit the Charging and Remission Policy is to be followed

All educational visits must have clearly identified aims and objectives and have an approved competent Visit Leader who is a member of staff. Well planned visits lead to successful visits.

Staff will set appropriate learning challenges, responding to students' diverse learning needs.

Provision, with well-planned reasonable adjustments will be made to support students, enabling them to participate effectively in all educational visits.

13. Insurance

The Trust's insurance policy includes travel cover for educational visits both in the UK and abroad. If planning an educational visit which includes a hazardous activity, Visit Leaders must check with the EVC to clarify if additional insurance cover may be required.

14. Finance

Charges for educational visits including charges for transport, requests for voluntary contributions and remission of charges are made in line with the guidance and requirements of the DfE guidance 'Charging for School Activities 2014'.

15. Evaluation of Learning Outside the Classroom Provision

The Ofsted Framework (2019) requires expects schools and other educational to offer a well-thought-out broad and balanced curriculum, that promotes mastery of skills, is knowledge-rich, and provides pupils with a range of learning experiences. Therefore, when we evaluate LOTC provision, we do so in the light of the curriculum as a whole and determine how effectively are we providing a range of deep, rich learning opportunities that deliver a broad and balanced (well-rounded) education that prepares pupils for their adult lives.

As part of the evaluation process we will consider

Quality of Education : Intent, Implementation and Impact

Intent

- Has our LOTC programme been co-ordinated within each year and across the Key Stages to provide integration, progression, inclusiveness, equity and balance?
- Is there balance across the years and between subject areas?
- Is participation in LOTC inclusive (including for the most disadvantaged pupils and those with special educational needs and disabilities (SEND))?
- Are Visit Leaders clear how LOTC experiences contribute towards the knowledge and skills pupils need in order to take advantage of the opportunities, responsibilities and experiences of later life?
- In what ways does LOTC contribute to 'cultural capital'?
- Where is this evident in curriculum planning?

Implementation

- How confident are teachers about teaching outdoors and going on visits?
- Are teachers' development needs regarding LOCT identified and supported?
- Does the design of the curriculum include integrated LOTC that allow pupils to transfer key knowledge to long-term memory (memorable experiences leading to memorable learning)?
- Can teachers explain the value of LOTC in the context of their programmes of learning, and how it helps them to meet the end points to which pupils are working?
- Can pupils explain what they have learnt from their LOTC experiences as distinct from what they did?

Impact

- How well are pupils able to discuss what they have remembered from their LOTC experiences, and the differences that these experiences made to them?
- Can teachers talk confidently about how pupils' experiences of LOTC have had an impact on how they are doing?
- What examples are there of how LOTC has helped with literacy, numeracy and motivation for learning?
- To what extent are the experiences of LOTC by disadvantaged pupils and pupils with SEND contributing towards their cultural capital?

Behaviour and Attitudes

- Do pupil experiences of LOTC have a positive influence on their behaviour in school?
- Can pupils articulate the benefits of LOTC to their attitude to school?

- Are pupils involved in decisions about risk and their safety so that they learn how to look after themselves and others and understand the consequences of their behaviour and actions?

Personal Development

- What LOTC opportunities are there that build pupil confidence and resilience and prepare them for their adult lives?
- What opportunities are there through our LOTC provision to engage with the wider community?
- How readily can we explain how our LOTC provision contributes towards:
 - Spiritual, moral, social and cultural development
 - Fundamental British Values
 - Careers
 - Healthy Living
 - Citizenship
 - Equality and diversity
 - Preparation for the next stage.

Leadership and Management

- How well defined in the ethos of the school is LOTC as an integrated approach to delivering a broad and balanced (well-rounded) education that prepares pupils for their adult lives?
- In what ways do leaders manage, monitor and ensure that LOTC is developed in the school's strategic and curriculum plans?
- What is the role of the Education Visits Coordinator in integrating LOTC into the curriculum? Is this role developed through performance management?
- What evidence is there that planning and approval for LOTC follows good practice, and complies with the employer's requirements?

Governance

- Are governors sufficiently informed about LOTC in order to challenge and make judgements about the quality of education?
- What do governors understand of the difference that LOTC makes to pupils' learning, their personal development, and the quality of education?
- How effectively do governors hold leadership and management to account for providing a range of deep, rich LOTC opportunities that deliver a broad and balanced (well-rounded) education that prepares pupils for their adult lives?

Appendix 1 Planning, Scrutiny, Authorisation, Approval and Notification of educational visits

