



Staploe Education Trust:  
Primary Schools

# **Policy for the Management of Educational Visits and Learning Outside the Classroom**

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Approved by:	School Advisory Bodies
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## **Scope and Rationale**

Kennett, The Shade and The Weatheralls Primary schools - are members of the Staploe Education Trust - which provides a rich and varied programme of opportunities for pupils to learn outside the classroom - on the school site, within the local area and further afield. The programme of visits is structured and progressive to gradually develop young peoples' confidence, independence, responsibility and specific learning objectives.

We believe that pupil and staff involvement in residential and non-residential visits adds significant value to school life and enhances our core values and ethos. First-hand experience adds breadth and depth to the curriculum and enhances social, moral, spiritual and cultural development.

We aim to:

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

This policy covers all offsite visits and some on site learning outside the classroom. This policy is managed by the Headteacher/Educational Visit Coordinator at Kennett Primary School. It provides a framework for staff planning off site visits.

### **Provision of Guidance for staff planning visits**

The Staploe Education Trust has formally adopted the OEAP *National Guidance (NG)* as "*Staploe Employer Guidance*" found on the following web site: [www.oeapng.info](http://www.oeapng.info)

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

### **Systems for Managing this Activity**

Staploe Education Trust has systems in place covering a range of key areas vital to the safe and successful delivery of offsite activity.

### **Specific Arrangements**

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

### **Insurance**

The Staploe Education Trust holds appropriate insurance policies that cover this area of work. Specific activity may require further cover which should normally be with the insurers.

### **Managing Risks**

Staploe Education Trust has a legal duty to ensure that risks are managed - requiring them to be reduced to an "acceptable" or "tolerable" level. This requires that proportional (suitable and sufficient) risk

management systems are in place, requiring each school to provide such support, training and resources to its employees as is necessary to implement this policy.

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

### **Emergencies and Critical Incidents**

The Trust Critical Incident plan has been updated and reviewed. It covers the possibility of having to manage an offsite visit emergency. Senior staff who may have to implement the plan are trained and briefed. The Advisor Service provides support and information, linked to the Visit Emergency Support Network, (VESN). An updated guide is available to schools to assist.

### **Monitoring**

The leadership team at each school ensures that sample monitoring of visits and outdoor activities undertaken by the staff is completed. Such monitoring should be in keeping with the recommendations of National Guidance.

### **Charging**

Leadership, Curriculum Planners, Educational Visits Co-ordinators (EVCs) and Visit/Activity Leaders must take account of the legal framework relating to charging, voluntary contributions and remissions as set out in sections 449 to 462 of the Education Act 1996.

### **Links to other Key Policies**

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

These policies include:

- Health and Safety Policy & Policy Statement
- Safeguarding and Child Protection Policy
- Positive Behaviour Policy
- Charging and Remissions Policy
- Minibus Policy
- Insurance
- Data Protection Policy

### **Staff**

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

The EVC should view the original documents and certificates when verifying leader's qualifications, and not rely on photocopies. Verified copies should be retained and shared with the HR department.

Advice can be sought from the Advisor when required.

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

## **Vetting**

Staff and volunteers deployed on visits are subject to the school's Safeguarding and Child Protection policy, as well as Trust and school safeguarding processes and policy and arrangements. Volunteers are also subject to the Trust's Volunteer policy.

## **Effective Supervision**

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

## **Planning**

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

## **Working with outside providers**

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

Examples of such schemes include:

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

## **Planning for Inclusion**

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

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

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

## Good Practices

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

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

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

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

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

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

## Transport

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

## Policy Review

This policy will be reviewed on a 3-year cycle. This review may be brought forward as required by the Trust to reflect changes in supporting advice/guidance.

## **Appendix One**

### **Kennett Primary School**

#### **Zone One Activity**

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

#### **Descriptor for Zone One**

Kennett Primary School is on the edge of a small rural community and has a Zone One that covers the walk around the immediate school area, walks to the local church and community field, visits to the local secondary school for sports and other activities, and all the sporting fixtures after school.

#### **Action taken**

The EVC advises staff of the range of venues and activities that lay within Zone One. They also disseminate the agreed procedures for working within Zone One.

The EVC updates and monitors the Zone One Risk Benefit Assessment form.

All details are shared with staff.

#### **On the Day Procedures for Zone One activities**

Staff must ensure that:

- Appropriate permissions for Zone One activities have been granted by parents and carers;
- Parents and carers have been notified of the activity via Class Dojo – a single notification at the start of a PE unit of work or for other regular activities is acceptable;
- The EVC is made aware that some or all class members will be accessing Zone One learning off site;
- The ratio of staff to pupils is appropriate for the activity to be undertaken and an appropriately qualified first aider is in attendance;
- Attendees – including staff members – sign out at the school office, giving details of:
  - Where the group is going;
  - Who is going – including confirmation that required medication is being taken (e.g. EpiPens or inhalers);
  - What time the group is leaving;
  - What time the group is expected back;
  - The phone number of the activity lead.

#### **Accident Response Kit (ARK)**

Staff will ensure that they take an appropriate Accident Response Kit with them when completing all Zone One activities. The ARK will contain: a first aid kit, emergency, sugary food, suntan lotion, water and warm clothing (gloves and woolly hat) - depending on the season.

#### **EVC Action**

Accident Response Kit will be monitored and the contents reviewed to ensure that it is appropriately stocked and equipment is well maintained.

## Risk Benefit Assessment for Zone One Activity: Kennett Primary School

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

Specific Activity	Possible Issues	Probable Benefits	Control measures, reasonable and practical steps to avoid or reduce Issues	Decision/Comments/Actions
Walking around local area	Traffic, pedestrians, busy school entrance at certain times, mainly minor roads	Active and engaged learners, fitter class groups, walking becomes a norm	Staff get to know the area well, and find effective places to cross roads, know the local environment, including the church and community field well.	All staff to explore local area, new staff to get induction
Walking to local church and community field	Traffic, pedestrians, crossing roads	Active and engaged learners, fitter class groups, walking becomes a norm	Staff get to know routes well, and find effective and safe places to cross roads.	New staff shown appropriate routes – regular discussion to determine the best and most appropriate routes to take when accessing the church and community field.
Activity in inclement Weather	Children wet and cool, Staff wet and unhappy	Learn in all weathers. Some activity requires inclement weather	Create a school culture that learning can occur outside and proper clothing should be brought to school at all times	Spare coats at school to be available and spare warm clothes available within ARK.

## **The Weatheralls Primary School**

### **Zone One Activity**

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

### **Descriptor for Zone One**

The Weatheralls Primary School is located in the centre of a rural market town. Zone One covers walks around the town, along the high street, to the local churches, other local primary schools, the library and visits to the local secondary school. This also covers all the sporting fixtures, after school, at local schools.

### **Action taken**

The EVC advises staff of the range of venues and activities that lay within Zone One. They also disseminate the agreed procedures for working within Zone One.

The EVC updates and monitors the Zone One Risk Benefit Assessment form.

All details are shared with staff.

### **On the Day Procedures for Zone One activities**

Staff must ensure that:

- Appropriate permissions for Zone One activities have been granted by parents and carers;
- Parents and carers have been notified of the activity via Class Dojo – a single notification at the start of a PE unit of work or for other regular activities is acceptable;
- The EVC is made aware that some or all class members will be accessing Zone One learning off site;
- The ratio of staff to pupils is appropriate for the activity to be undertaken and an appropriately qualified first aider is in attendance;
- Attendees – including staff members – sign out at the school office, giving details of:
  - Where the group is going;
  - Who is going – including confirmation that required medication is being taken (e.g. Epi pens or inhalers);
  - What time the group is leaving;
  - What time the group is expected back;
  - The phone number of the activity lead.

### **Accident Response Kit (ARK)**

Staff will ensure that they take an appropriate Accident Response Kit with them when completing all Zone One activities. The ARK will contain: a first aid kit, emergency, sugary food, suntan lotion, water and warm clothing (gloves and woolly hat) - depending on the season.

### **EVC Action**

Accident Response Kit will be monitored and the contents reviewed to ensure that it is appropriately stocked and equipment is well maintained.



## Risk Benefit Assessment for Zone One Activity: The Weatheralls Primary School

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

Specific Activity	Possible Issues	Probable Benefits	Control measures, reasonable and practical steps to avoid or reduce Issues	Decision/Comments/Actions
Walking around local area	Traffic, pedestrians, busy school entrance at certain times, mainly minor roads	Active and engaged learners, fitter class groups, walking becomes a norm	Staff get to know the area well, and find effective places to cross roads, know the local environment, including the church and community field well.	All staff to explore local area, new staff to get induction
Walking to the town, along the high street, to the local churches, other local primary schools, the library and visits to the local secondary school	Traffic, pedestrians, crossing roads	Active and engaged learners, fitter class groups, walking becomes a norm	Staff get to know routes well, and find effective and safe places to cross roads.	New staff shown appropriate routes – regular discussion to determine the best and most appropriate routes to take when accessing town, local churches, other local primary schools, the library and the local secondary school.
Activity in inclement weather	Children wet and cool, Staff wet and unhappy	Learn in all weathers. Some activity requires inclement weather	Create a school culture that learning can occur outside and proper clothing should be brought to school at all times	Spare coats at school to be available and spare warm clothes available within ARK.

## **The Shade Primary School**

### **Zone One Activity**

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

### **Descriptor for Zone One**

The Shade Primary School is located on the edge of a rural market town. Zone One covers walks to the immediate school area, to the local churches, other local primary schools and visits to the local secondary school. This also covers all the sporting fixtures, after school, at local schools.

### **Action taken**

The EVC advises staff of the range of venues and activities that lay within Zone One. They also disseminate the agreed procedures for working within Zone One.

The EVC updates and monitors the Zone One Risk Benefit Assessment form.

All details are shared with staff.

### **On the Day Procedures for Zone One activities**

Staff must ensure that:

- Appropriate permissions for Zone One activities have been granted by parents and carers;
- Parents and carers have been notified of the activity via Class Dojo – a single notification at the start of a PE unit of work or for other regular activities is acceptable;
- The EVC is made aware that some or all class members will be accessing Zone One learning off site;
- The ratio of staff to pupils is appropriate for the activity to be undertaken and an appropriately qualified first aider is in attendance;
- Attendees – including staff members – sign out at the school office, giving details of:
  - Where the group is going;
  - Who is going – including confirmation that required medication is being taken (e.g. Epipens or inhalers);
  - What time the group is leaving;
  - What time the group is expected back;
  - The phone number of the activity lead.

### **Accident Response Kit (ARK)**

Staff will ensure that they take an appropriate Accident Response Kit with them when completing all Zone One activities. The ARK will contain: a first aid kit, emergency, sugary food, suntan lotion, water and warm clothing (gloves and woolly hat) - depending on the season.

### **EVC Action**

Accident Response Kit will be monitored and the contents reviewed to ensure that it is appropriately stocked and equipment is well maintained.

## Risk Benefit Assessment for Zone One Activity: The Shade Primary School

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

Specific Activity	Possible Issues	Probable Benefits	Control measures, reasonable and practical steps to avoid or reduce Issues	Decision/Comments/Actions
Walking around local area	Traffic, pedestrians, busy school entrance at certain times, mainly minor roads	Active and engaged learners, fitter class groups, walking becomes a norm.  Children prepared for real life experiences particularly around road safety.  Inspiring children to become more enquisitive of their local community and environment.	Staff get to know the area well, and find the safest places to cross roads, know the local environment, including the church and community field well.	All staff to explore local area, plan walking routes, places to cross and ensure all staff and volunteers are fully briefed before setting off.
Walks to the immediate school area, to the local churches, other local primary schools and visits to the local secondary school. This also covers all the	Traffic, pedestrians, crossing roads	Active and engaged learners, fitter class groups, walking becomes a norm  Children prepared for real life experiences	Staff get to know routes well, and find effective and safe places to cross roads.	New staff shown appropriate routes – regular discussion to determine the best and most appropriate routes to take when accessing the immediate school area, local churches, other local primary schools and the local secondary school.

<p>sporting fixtures, after school, at local schools.</p>		<p>particularly around road safety.</p> <p>Inspiring children to become more enquisitive of their local community and environment.</p> <p>Engaging with other members of the community including children from other settings.</p>		
<p>Activity in inclement weather</p>	<p>Children wet and cool, Staff wet and unhappy</p>	<p>Learn in all weathers. Some activity requires inclement weather.</p> <p>Learning the importance of appropriate clothing.</p>	<p>Create a school culture that learning can occur outside and appropriate clothing should be brought to school at all times.</p>	<p>Spare clothing at school to be available.</p>