



Banovallum School

Learning Outside the Classroom Policy

Date: September 2017
Review: September 2019





Context

We believe that educational visits are an integral part of the entitlement of every pupil to an effective and balanced curriculum. Appropriately planned visits are known to enhance learning and improve attainment, and so form a key part of what makes Banovallum School a supportive and effective learning environment. The benefits to pupils of taking part in visits and learning outside the classroom include, but are not limited to:

- Improvements in their ability to cope with change.
- Increased critical curiosity and resilience.
- Opportunities for meaning making, creativity, developing learning relationships and practicing strategic awareness.
- Increased levels of trust and opportunities to examine the concept of trust (us in them, them in us, them in themselves, them in each other).
- Improved achievement and attainment across a range of curricular subjects. Pupils are active participants not passive consumers, and a wide range of learning styles can flourish.
- Enhanced opportunities for 'real world' 'learning in context' and the development of the social and emotional aspects of intelligence.
- Increased risk management skills through opportunities for involvement in practical risk-benefit decisions in a range of contexts. ie. encouraging pupils to become more risk aware as opposed to risk averse.
- Greater sense of personal responsibility.
- Possibilities for genuine team working including enhanced communication skills.
- Improved environmental appreciation, knowledge, awareness and understanding of a variety of environments.
- Improved awareness and knowledge of the importance and practices of sustainability.
- Physical skill acquisition and the development of a fit and healthy lifestyle.
- Appreciation of differing learning environments.

Application

Any visit that leaves the school grounds is covered by this policy, whether as part of the curriculum, during school time, or outside the normal school day.

In addition to this Educational Visits Policy, Banovallum School:

1. Adopts the Local Authority's (LA) document: '**Guidance for Educational Visits and Related Activities with National Guidance & EVOLVE**' (All staff have access to this via EVOLVE).
2. Adopts National Guidance www.oeapng.info (as recommended by the LA).
3. Uses EVOLVE, the web-based planning, notification, approval, monitoring and communication system for off-site activities.

All staff are required to plan and execute visits in line with this school policy, Local Authority policy, and National Guidelines. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

Banovallum School will provide CPD/training to assist teachers in the planning of educational opportunities outside of the classroom.

Types of Visit & Approval

There are three 'types' of visit:

1. **Visits/activities within the 'School Learning Area' that are part of the normal curriculum and take place during the normal school day.**
2. **Other non-residential visits within the UK that do not involve an adventurous activity. Eg. visits to museums, farms, theme parks, theatres, etc.**
These are entered on EVOLVE by the visit leader and submitted to the EVC for checking. The EVC then submits to the Head for approval.
3. **Visits that are overseas, residential, or involve an adventurous activity.**
These follow 2. above, but the Head then submits the visit to the LA for approval.



Roles and responsibilities

Visit leaders are responsible for the planning of their visits, and for entering these on EVOLVE (where required). This must be done in a timely fashion. They should obtain outline permission for a visit from the Head Teacher or EVC prior to planning, and before making any commitments. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements, and should seek advice from the EVC where necessary. Evaluation: - Visit leaders will complete a visit evaluation on EVOLVE.

The Educational Visits Coordinator (EVC) (NG 3.3a, 3.4j) is *Jenny Kirkwood*, who will support and challenge colleagues over visits and learning outside the classroom (LOtC) activities. The EVC is the first point of contact for advice on visit related matters, and will check final visit plans on EVOLVE before submitting them to the Head. The EVC sets up and manages the staff accounts on EVOLVE, and uploads generic school documents, etc.

The Head Teacher (NG 3.3b, 3.4g) has delegated the responsibility for authorising all visits to the EVC except for those that are overseas or residential.

The Governing Body's (NG 3.4f, 3.3c) role is that of a 'critical friend'. Individual governors may be given 'read-only' access to EVOLVE.

The Local Authority is responsible for the final approval (via EVOLVE) of all visits that are either overseas, residential, and/or involve an adventurous activity. These will be submitted to the LEA by the Head Teacher or EVC as appropriate.

Staff Competence

We recognise that staff competence is the single most important factor in the safe management of visits, and so we support staff in developing their competence in the following ways:

- An apprenticeship system, where staff new to visits assist and work alongside experienced visit leaders before taking on a leadership role.
- Supervision by senior staff on some educational visits.
- Support for staff to attend training courses relevant to their role, where necessary.

In deciding whether a member of staff is competent to be a visit leader, the Head Teacher or EVC will take into account the following factors:

- Relevant experience.
- Previous relevant training.
- The prospective leader's ability to make dynamic risk management judgements, and take charge in the event of an emergency.
- Knowledge of the pupils, the venue, and the activities to be undertaken.

Teachers on school visits shall not consume alcohol as they are in direct supervision of students. This extends to down time e.g. during the evening on a residential visit.

Emergency procedures/Critical Incident Planning

The school's emergency response to an incident is based on the following key factors:

1. There is always a nominated emergency base contact for any visit (during school hours this is the office).
2. This nominated base contact will either be an experienced member of the senior management team, or will be able to contact an experienced senior manager at all times.



3. For activities that take place during normal school hours, the visit leadership team will be aware of any relevant medical information for all participants, including staff. The medical detail for students can be accessed and printed via Evolve.
4. For activities that take place outside normal school hours, the visit leadership team and the emergency contact/s will be aware of any relevant medical information and emergency contact information for all participants, including staff. Staff must declare any known medical conditions e.g allergies that would affect their ability to supervise a trip. The medical detail for students can be accessed and printed via Evolve.
5. The visit leader/s and the base contact/s know to request support from the local authority in the event that an incident overwhelms the establishment's emergency response capability, involves serious injury or fatality, or where it is likely to attract media attention.
6. Site staff must be informed if a trip is to run outside school hours to ensure that gates are open at specified times. Visit leader to ensure that they are able to contact the appropriate member of site staff.

A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the visit leadership team. The school has an emergency plan in place to deal with a critical incident which takes place within the School Learning Area.

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When on a school visit, upon arrival, the lead teacher should familiarise themselves with the emergency procedures of a venue. Should a critical incident occur, staff should be guided by venue staff until such time as the emergency services arrive to assume control of the situation. As soon as it is safe to do so the lead teacher should call the school office/base contact to appraise them of the situation/incident.

Educational Visits Checklist

Banovallum School's Educational Visits Checklists (Appendix A) form part of the risk management process for visits and off-site activities. These should be used to assist planning and completed by the lead teacher prior to departure. Should any section not be answered with a 'Yes' or 'N/A' then the trip leader must seek advice from the EVC. Failure to do so may make the trip unfeasible.

Parental Consent

Consent is not required for activities within the School Learning Area that are part of the normal curriculum and during normal school time.

By agreement with the Head Teacher departments may seek blanket consent for certain other, routine activities, eg. afterschool fixtures, accessing local sports facilities or geographical surveys in the town. The protocol for these must be agreed by the HoS and the Head Teacher.

Specific, (ie. one-off), parental consent must be obtained for all other visits. For these visits, sufficient information must be made available to parents (letters, meetings, etc), so that consent is given on a 'fully informed' basis. As above, parents have the option of consenting online via Parentpay or through a traditional paper consent form.

Inclusion

This establishment policy endorses the following principles:

- A presumption of entitlement to participate
- Accessibility through direct or realistic adaptation or modification
- Integration through participation with peers.



Under the Equality Act 2010, it is unlawful to discriminate against disabled participants because of their disability, without material or substantial justification.

Visit Leaders are required to make reasonable adjustments to avoid participants being placed at a substantial disadvantage.

However, the Disability Discrimination Act does not require responsible bodies to place employees or participants at inappropriate risk if a health and safety issue arises.

It is also the case that the adjustments made to include a disabled young person should not impinge unduly on the planned purpose of the activity.

Expectations of staff must be reasonable, so that what is required of them (to include a given young person) is within their competence and normal work practices.

Exceptions may be made if the student's behaviour is deemed to put the safety of other participants at risk.

Codes of Behavioural Conduct

This establishment encourages the use of codes of behavioural conduct as a means of establishing appropriate expectations of young persons' behaviour. Such codes need to be explained to both the young people and those in a position of parental support before the visit, so reducing the opportunity for misunderstanding both expectations and the sanctions that may be invoked where the code is breached.

As part of encouraging social responsibility, young people should be encouraged to sign up to a "behavioural contract" for all residential visits.

As part of the request for consent, parents should sign and accept responsibility for removing young people in prescribed circumstances.

See Appendix B for Codes of Conduct for residential trips.

Charging / Funding for Visits

Parents cannot be required to pay for trips/visits taking place within the normal working day. Voluntary contributions for school visits will be collected via Parentpay. Visit leaders must liaise with the finance office to establish a schedule for payment.

Transport

The school follows National Guidance for the use of mini-buses to transport students. (NG 4.5b)
See also 4.4a and 4.5e.

Use of staff cars to transport pupils – (NG 4.5c)

Where a private (staff or parent) car is to be used to transport young people then this must be approved by the Head of Establishment, and the Private Car Form must be completed and retained by the establishment on an annual basis.

Staff must ensure they hold the appropriate insurance to be able to transport students. All necessary safeguarding checks must be put in place.



Insurance

Insurance is provided for activities under the school's RPA (Risk Protection Agreement). This is provided by the DfE Academies Insurance Fund. Further details can be obtained from the School Business Manager.

Dismissal of pupils after evening activities

In some circumstances activities will finish outside normal school hours. On such occasions, staff responsible for the activities, must ensure that pupils have safely left/been collected from the school site before departing.



Appendix A

CHECKLIST - IN ADVANCE OF THE VISIT	Yes	N/A
Has the relevant HoS (Head of Subject) approved the visit in principle?		
Has the date of the visit been added to the school calendar?		
Is the planned level of staffing sufficient to ensure that appropriate supervision will be provided at all times?		
Does at least one member of staff know the students and their behaviour traits/specific needs?		
Are support staff/helpers comfortable with their roles?		
Have any adult helpers been approved by the Head of Establishment?		
Do the adults in the party have the appropriate skills for the visit?		
Are travel arrangements suitable and satisfactory?		
Has a pre-visit taken place/appropriate additional checks if this has not been possible?		
Have students been advised in advance about expectations of their behaviour?		
Are parents fully aware of the nature and purpose of the visit?		
Has the route of obtaining parental consent been established?		
Has the visit leader sought relevant medical/dietary information about the adults accompanying the trip?		
Has the visit leader informed the school office that a first aid kit/kits will be required?		
Is there flexibility within the trip plan? This should include an element of contingency planning.		
Are full details recorded on EVOLVE?		
If the trip is a residential have steps been taken to establish suitability of the accommodation?		
CHECKLIST -AT THE TIME OF THE VISIT	Yes	N/A
Does the visit lead and any group leaders have a list of participants? Copies of the outgoing registers will need to be left at the office/with the base contact.		
Does the visit lead and any group leaders have emergency contact details for all participants? Copies to be left at the office/with the base contact.		
Do the visit lead and any group leaders have details of how to contact the school office/base contact?		
Does the visit lead have sufficient funds to allow for contingency?		
Do staff have first aid kits, sick bags and rubbish bags?		
Do all staff have an itinerary?		
Are participant numbers being checked at appropriate times?		
Have participants been warned of potential hazards?		
Are participants aware of the procedures in areas where there is traffic?		
Has a clear recall system been arranged?		
Are all participants aware of the rendezvous points?		
Do participants know how to proceed if separated from the group?		
Is the group leader prepared to make ongoing risk assessments?		
CHECKLIST -AT THE END OF THE VISIT	Yes	N/A
Are there appropriate arrangements for the dismissal of participants?		
Has the visit been evaluated via the EVOLVE system?		
Have all staff been thanked for their input?		



Appendix B

Safeguarding and Residential Visits

(With particular reference to Secondary Schools)

With the current Ofsted focus on Safeguarding it is prudent to issue the following advice in respect of school visits, particularly for Secondary Schools and especially, though not exclusively, for residential visits.

Bearing in mind the tendency of some older students to try to push the boundaries of behaviour on school visits, notably those who attempt to smoke, drink alcohol or liaise with boyfriends/girlfriends, it is vital that all schools do their utmost to uphold the same standards of behaviour that they would normally expect at school.

Thus it is not only important whilst on the visit, with staff maintaining high vigilance throughout by keeping the 'radar' tuned in to the student 'wavelength', but also at the planning stage to do what is reasonable to minimise the possibility of any post-trip allegation from students or parents/carers having any foundation.

- The above practices will not be tolerated and severe sanctions will be imposed for any breaches; the ultimate sanction being an early return;
- Students must not buy fireworks, knives or other prohibited items on visits abroad;
- Hiding cigarettes or alcohol in outbound luggage will result in severe sanctions will be imposed for any breaches; the ultimate sanction being an early return
- Arrange a staff rota for evening supervision so that there is always an adult of either gender available to deal with any issues which may arise;
- Staff on duty must not drink alcohol
- Deal promptly with any 'activity' in students' rooms after 'lights out'
- Staff must not bring items through customs for parents or students

It is also worth being aware of the following points;

- Staff cannot be expected to patrol corridors until the early hours and deny themselves adequate sleep; students must accept more responsibility for their own actions;
- Students will not consume alcohol under any circumstances.
- If use is made of the staff Code of Conduct, recently issued, add that on no account should staff bring items through customs for students.
- Medication – if a student needs to take medication on a visit, arrangements for storage and administration must be made in writing with parents.