



CHARSFIELD C of E PRIMARY SCHOOL

Educational Visits and Learning Outside the Classroom Policy

Signature	
Date Approved	November 2021
Review Frequency (Years)	2
Date of Next Review	November 2023

Educational Visits and Learning Outside the Classroom (LOtC)

This policy summarises the existing Health and Safety law and sets out Charsfield Primary School policy for managing educational visits and learning outside the classroom in conjunction with Suffolk County Council (SCC).

Under the Health and Safety at Work Act 1974, the employer in a school must take reasonable steps to ensure that staff and pupils are not exposed to risks to their health and safety. This applies to activities on or off school premises.

Charsfield Primary School recognise the important role that off site visits, adventurous activities and Learning Outside the Classroom (LOtC) play in providing a rich and rewarding education for children and young people whatever their age, ability or circumstances, and actively supports and encourages such activities.

Charsfield Primary School have formally adopted the Outdoor Education Advisers' Panel's (OEAP's) "National Guidance" as its own principle source of guidance and information regarding good practice for LOtC and educational visits.

It is a legal expectation that employees must work within and follow these requirements, as well as the requirements of this Policy Statement.

This guidance can be found on the following web site: www.oeapng.info

4.1 Suffolk Evolve

Suffolk Evolve is a web-based system use by SCC to provide a clear process for planning, recording, approving and evaluating educational visits. All staff that lead or accompany visits can access their own Suffolk Evolve account, which is set up by the Educational Visits Coordinator (EVC). As well as being an efficient tool for planning and approving visits, Suffolk Evolve also contains a variety of features including search and report facilities, downloadable resources and information, staff records and visit history, gateway access for parents.

5. Delegation and Responsibilities

Educational Visits Coordinator (EVC) is the Headteacher who will ensure that all educational visits and LOtC are planned effectively before approving.

The responsibility for the formal approval of all type 1 and 2 educational visits (see below) and LOtC activities is the Governing Body.

5.2 Headteachers

The Headteacher is responsible for ensuring educational visits are managed effectively and in accordance with the LOtC National Guidance and this policy. They should also ensure off site visits are adequately resourced (in terms of planning, time, staff and budget) and ensure that adequate risk management measures are implemented.

5.4 Visit/Activity leaders,

Those organising, leading or supervising visits or activities must be competent to do so. Competence on specific activities may also be necessary, as well as knowledge of the venue being visited.

6. Approval and Notification of Activities and Visits

6.1 SCC visit classification

Type 1 Visits

- Regular, routine off-site activities (e.g. the use of off-site facilities for PE)
- Specific, one-off or occasional visits. (E.g. museum visits, field study visits).

Type 2 Visits

- Visits including an overnight stay, including overnight stays on the school site
- Visits including adventurous activities. ([SCC definitions of Adventures activities](#))
- Overseas Visits

Visits where any site owners or activity providers require to be indemnified against claims arising from the visit

SCC delegates the responsibility for formal approval of all type 1 and 2 educational visits and LOtC activities to the Governing Body. The Governing body has delegated type 1 approval to the Headteacher.

It is a requirement of this policy that Headteachers carry out this function in accordance with National Guidance.

Charsfield Primary School use the on-line system 'Suffolk Evolve' for notification and approval. A key feature of this system is that educational visits and LOtC activities requiring notification are automatically brought to the attention of the Local Authority. Those visits and activities may be viewed, sampled or monitored using the database and diary facilities of the system. It is a requirement that all SCC schools use this system for recording and approving educational visits and LOtC activities.

7. Risk Management

The risk management of an activity should be informed by the benefits to be gained from participating. Charsfield Primary School requires that an "Educational Visit Risk Assessment" is completed, whereby the starting point for any risk assessment should be a consideration of the targeted benefits and learning outcomes. **Appendix 1** This form will be completed by the visit organiser and given to the ECV (Educational Visit Co-ordinator Lead) for their approval. This will then be printed out and stored in the Risk Assessment Folder in the school office.

There is a legal requirement for the process to be recorded and for suitable and sufficient control measures to be identified for any significant risks i.e. those that may cause serious harm to an individual, or harm several people.

8. Emergency Planning and Critical Incident Support

As an employer, SCC is committed to providing emergency planning procedures to support schools in the event of a critical incident.

10. Charges for Off-site Activities and Visits

The Headteacher 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. For this we use the most up to date guidelines from OEAP National Guidance website. <http://oeapng.info/> (National Guidance for Charges for Offsite Activities and Visits.)

11. Requirement to Ensure Effective Supervision

The LA requires schools to ensure there is an appropriate level of supervision at all times for all visits and that such supervision is effective. This must have been approved by the Headteacher in accordance with this policy. Effective supervision should be determined by proper consideration of:

- age (including the developmental age) of the group;
- gender issues;
- ability of the group (including special learning needs, behavioral, medical and vulnerability characteristics etc.);
- nature and location of the activity (including the type of activity, duration, skill levels involved, as well as the time of year and prevailing conditions,
- staff competence.

Staff assigned to support the special needs of particular individuals cannot be included in the overall staffing ratio. Particular consideration should be given to the additional implications that may arise if staff are to be accompanied by family members (or partners) on visits.

Some guidance documents do set out ratios, but these should be regarded as starting points for consideration rather than being definitive, as they may be appropriate only where the activity is relatively straightforward and the group has no special requirements. For example, the DfES publication HASPEV (1998) suggested the following "starting points":

School years 1 - 3, 1:6

School years 4 - 6, 1:10/15

However these numbers are a guide only and should be adapted to reflect the age, ability and location of visit.

Without special safeguards or control measures The Early Years Foundation Stage (EYFS) Statutory Framework* no longer sets out different requirements for minimum ratios during outings from those required on site. As with other age groups, ratios during outings should be determined by risk assessment, which should be reviewed before each outing. The appropriate ratio on an outing is always likely to be lower than the legal minimum that applies otherwise (either 1:8 or 1:13 in early years settings and 1:30 in infant classes in maintained schools). It is not unusual for a ratio of 1:1 to be necessary.

A useful framework for assessing requirements for ratios and effective supervision is **SAGE**:

- S**taffing: who is needed/available? The plan must work within the limits of available numbers, abilities and experience.
- A**ctivities to be undertaken: what do you want the group to do and what is possible?
- G**roup characteristics: prior experience, abilities, behaviour and maturity, any specific or medical/dietary needs.
- E**nvironment: indoors or out; a public space or restricted access; urban, rural or remote; quiet or crowded; within the establishment grounds, close to the establishment or at a distance; and the ease of communications between the group and base. Do not overlook environments to be passed through between venues. For residential visits consider the accommodation and surrounding area. For outdoor environments, consider remoteness, the impact of weather, water levels and ground conditions. For this we follow the national guidance on ratios and supervision from OEAP at <http://oeapng.info/1485-ratios-and-effective-supervision/>

12. Preliminary Visits and Provider Assurances

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. It is a vital

dimension of risk management.

Wherever reasonably practicable, it is good practice to carry out a preliminary visit. For Type 2 visits Charsfield Primary School recognise that providers with the LOtC Quality Badge have been nationally recognised by the Council for Learning Outside the Classroom for offering good quality activity programmes with a clear structure for managing risk effectively.

If providers do not hold the LOtC Quality Badge Charsfield Primary School requires the school to obtain a completed a Providers assessment form.

13. Insurance for Off-site Activities and Visits

Employer's Liability Insurance is a statutory requirement and SCC holds a policy that indemnifies it against all claims for compensation for bodily injury suffered by any person employed by it. This cover extends to those persons who are acting in a voluntary capacity as assistant supervisors.

SCC maintains public liability insurance policies that protect those involved in type 1 off site activities and visits automatically.

However for type 2 trips requiring additional travel insurance cover is to be taken out with EVOLVE, or an equivalent policy to be put in place. Commonly, this will be where a tour operator or external provider offers a package including travel insurance.

14. Inclusion

Every effort is 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 children with special needs, every *reasonable* effort is made that enables the whole group to participate fully and be actively involved.

15. Transport

Careful thought must be given to planning transport to support off-site activities and visits. Statistics demonstrate that it is much more dangerous to travel to an activity than to engage in it and establishments must follow the specialist guidance provided in SCC's transport policy. All national and local regulatory requirements must be followed. The level of supervision necessary should be considered as part of the risk management process when planning the journey, giving proper consideration to issues of driver-distraction when considering what supervision is required for the specific group of passengers being transported in a minibus.

15.1 Minibuses

It is a requirement of LA Policy that all staff must hold category D1 entitlement on their driving license in order to drive a minibus where SCC is the employer. We always consult with the SCC Guidance on Use of Minibuses. Minibus Permits are now held by the schools as required by Section 19 of VOSA. <https://www.gov.uk/government/publications/application-for-a-section-19-standard-or-large-bus-permit-pgn19> Each teacher/member of staff collects and signs out a permit as they go to collect the minibus. This is then displayed in the front of the minibus at all times and returned to the school office on return where it is signed back in to the school.

15.2 Use of Private Cars

Transporting young people in private cars requires careful consideration. Where this occurs, there should be recorded procedures. We always follow the National Guidance on Transport in private Cars and SCC Driving for Business. Any person offering to transport children other than their own for school purposes are asked to complete a 'Volunteers use of private car to transport young people' form. Insurance providers do not give consistent guidance regarding the level of cover required to transport children during curriculum time. Therefore parents are asked to check that their insurance policy cover the "transportation of school children – (this is not for hire or reward,) and we ask them to provide this in writing. This form is then retained by the school office. **See Appendix 2**

16. Planning

Planning should reflect the consideration of legal and good practice requirements, ensuring:

- The plan is based on establishment procedures and National Guidance.
- All staff (including any adult volunteer helpers) and the children involved, have a clear understanding of their roles and responsibilities, including their role in the risk management process.
- Those in a position of parental authority have been fully informed and, where appropriate, formal consents have been obtained.
- Proportionate assurances have been obtained from any providers (making full use of national schemes that accredit that assurances have already been obtained by credible inspection regimes).
- Designated emergency contact(s) have been identified that will work on a 24/7 basis where required.
- All details of the activity provision are accessible to the emergency contact throughout the period of the activity.

Monitoring

This policy will be reviewed by the Executive Headteacher and the Local Governing Body every two years.



CHARSFIELD C of E PRIMARY SCHOOL

Church Road, Charsfield, Woodbridge,
Suffolk IP13 7QB
Telephone: 01473 737347

Education Visit Risk Assessment

School/ Group:
Visit Leader:

Destination:
Date of Visit
Assessment:

Purpose:
Date EVC Agreed:

<p><u>Risk</u> List here the significant risks you have identified. Consider the venue (and transport to and from if appropriate), the group (including any special needs or challenging behaviour), and the activity.</p>	<p><u>Precautions</u> State here the precautions that reduce the risk to an acceptable level. Include the precautions already in place, and those that need to be put in place before the activity. If the precautions are already listed in a separate set of procedures, just confirm that these will be followed.</p>	<p><u>Responsibility</u> State who is responsible for checking that the precautions are in place. Note any specific action required e.g. informing staff and participants.</p>

Volunteers use of private car to transport young people

1 | To: The Head of _____ Establishment

I confirm that I am willing to use my own vehicle for transporting young people on educational visits.

I have a current valid driving licence and will ensure that my vehicle is legal and roadworthy in all respects.

I confirm that I have checked that my level of vehicle insurance covers me to transport pupils during curriculum time. (see below)

2	Signed: _____ Print name: _____
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3	Address: _____ _____ _____ _____
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4 | Date: _____

The LA and the establishment reserve the right at any time to request copies of any relevant documentation i.e. Registration Document, MOT Insurance, Driving Licence.

Vehicle insurance Cover

Insurance providers do not give consistent guidance regarding the level of cover required to transport young people during curriculum time. Each insurer will have its own rules regarding the requirement of additional 'business use insurance' rather than your standard cover.

Volunteers must check with their own insurer prior to volunteering to transport to transport young people and follow precisely what their own insurer requires.