



Learning Outside the Classroom and Educational Visits Policy

September 2023

It is the aim of the Governing Body of Lickey Hills Primary School and Nursery to support the implementation of policies and procedures which support the vision of:

'Dream together, Believe together, Achieve together'

1. The school uses and follows the Worcestershire County Council's (WCC) document "**Off-site Visits, Field Studies and Outdoor Education Guidelines**" (2005)

2. Rationale

At Lickey Hills Primary School and Nursery (LHPSN), we believe in developing the child in a progressive way through a creative but rigorous approach to teaching and learning, planning activities that challenge each child whatever their level of ability. We believe that learning should be memorable and that appropriate teaching and learning experiences help pupils to lead happy and rewarding lives. All pupils have access to the curriculum regardless of their individual ability, gender, race, cultural or social background or any physical or sensory difficulty. At LHPSN, educational visits are seen as an integral part of not only school life and our curriculum but also the development of the whole child and the opportunities that deliver lifelong learning experiences. As part of our aim to provide a broad and balanced curriculum at Lickey Hills Primary, we believe that learning outside the classroom (LoTC) and educational visits provide huge benefits for children of all abilities and are an integral part to our broad and balanced curriculum. Some advantages are:

- Improved learning skills.
- Improved teamwork.
- Improved relationships.
- Spiritual and emotional development.
- Developing each individual's abilities.
- Improved understanding and awareness of the environment.

3. The Head is our acting Educational Visits Co-ordinator (EVC). David Weston is our school EVC.

The EVC's role is to implement new procedures for planning and carrying out educational visits throughout the school and to ensure that all staff are trained in these procedures. Staff training has been carried out by the EVC through INSETs and training from Stew Puttick and Bill Taylor (of Worcestershire Teaching Schools) for Visit Leaders took place in 2019. New teachers attend this training within their first year to school and before leading any visits. Refresher training is booked for October 2023.

4. The Role of Governors and Management

The Governors have access to both WCC visit guidance and establishment visit policy. They have been given a copy of the Learning Outside the Classroom manifesto. The Governors are aware that the school has an EVC who has received WCC approved training.

The Head, along with the EVC, approves all educational visits before they take place; all trips are registered on Evolve, for WCC.

5. The EVC Selection Process

The school has followed the guidance given by the DfE on selecting an EVC, which is:

"The EVC should be specifically competent. The level of competence required can be judged in relation to the size of the establishment as well as the extent and nature of the educational visits planned. ...Evidence of competence may be through qualification, but more usually will be through the experience of practical leadership over many years of off-site education. Commonly, but not exclusively, such competence will be identified in a person on the senior management team of the school."

The headteacher and current EVC both have extensive experience in organising and attending educational visits, sports fixtures and residential visits for Year 6.



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6. Staff access to Guidance.

Staff at Lickey Hills Primary know who the EVC is and are free to ask him any questions regarding Educational Visits.

Staff have access to Worcestershire County Council (WCC) guidance from the website www.oeapng.info.

Staff have access to an electronic version of example risk-benefit assessments on the school's network.

7. The Roles and Functions of the EVC

- The EVC has undergone WCC approved training and has been through the revalidation process three times, most recently in November 2018. The headteacher will take WCC approved EVC training in October 2023, until then, we are supported by OEAP advisors Bill Taylor and Stew Puttick.
- The EVC has trained all staff in WCC guidance for LOtC and educational visits through INSETs.
- The EVC is the first port of call when a teacher wants to organise a visit. Teachers must complete a Visit Application form and Risk-Benefit Assessments which must be signed by the EVC. At this point, the EVC passes the forms onto the Head who gives final approval for the visit to take place.
- The majority of the staff at the school are experienced at leading visits and have attended training led by the EVC. Support staff have also received training. Visit Leader training is due to be revalidated in September 2019.
- The EVC is responsible for monitoring planning of visits and sample monitoring visits where necessary.
- All regular helpers to the school are DBS checked.
- Every Visit Leader ensures there is an emergency contact number and that there is an emergency procedure in place that all staff/helpers are aware of.
- All educational visits are reviewed and evaluated which informs future planning.

8. Procedural Requirements and Forms

Below is the procedure that staff must follow when organising an educational visit.

1. Fill out an Educational Visits Application Form and SAGE table. Plan your visit one half term (minimum of 6 weeks) before the visit. They should not only form a part of medium term planning for that term with follow up lessons, but also our 'Culture Vulture Passport' that creates a coherent series of visit opportunities across the curriculum for our children over the whole of their learning journey, from EYs to Y6. Outline a proposal for the visit with educational objectives and pass to EVC and headteacher. This should include:
 - Organising appropriate staff (and parent volunteers) to go on visit (see below)
 - Obtaining costs from the venue
 - Obtaining quotations for travel, using the coach form from the office
 - Forwarding costings to the school's business manager to add handling costs
 - Book the trip.
2. Visit Leader seeks assurances from establishment to be visited that appropriate risk assessments are in place.
3. Complete Risk-Benefit Assessments for the visit. Operating procedures and codes of behaviour should be made clear on the risk assessment. Brief staff and pupils on their roles. This includes a visit to the venue and producing generic and VAGRA Risk Assessments (OS4, OS5 - for overnight stays, adventurous, hazardous visits and any visit over 50 miles away). OS5 documents are registered using an online system controlled by the EVC (EVOLVE). Complete the EVOLVE programme with the EVC.
4. Complete checklist for VL (in educational visit folder). Get EVC to check both forms and sign the Application form. **EVC should receive the Visit Application Form AND the Risk-Benefit Assessment at least 6 weeks before the visit.**



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5. Head checks both forms and countersigns the application form.
6. Visit Leader sends out parental consent letters. Draft letter for parents, to be checked by a member of SLT before sending it to parents via the office.
7. Visit Leader and attending staff plan an emergency procedure for the visit.
8. On the day of the visit, Visit Leader takes class folders from the office with contact details and leaves contact numbers for staff/helpers with the office. Collect care plans, and medications for children attending the visit. The following should also be followed:
 - * Ensure medical supplies and first aid equipment, including equipment for travel sickness and cleaning are taken onto the trip.
 - * Has overall responsibility for the supervision and conduct of the visit, including the health, safety and welfare of all involved.
 - * Ensure the pupil to adult ratio is appropriate to the group's needs. (see Ratios in point 17 below). Note parent volunteers can be used, but must not be left alone with children or take them to the toilet
 - * Must define the roles and responsibilities of other adults and pupils and ensure effective supervision of what they do.
 - * Ensure a deputy visit leader is named.
 - * Be aware of child protection issues.
 - * Ensure first aid provision is available - one of the school adults must have a current first aid certificate
 - * Ensure special educational, disability or medical needs of pupils are known and met.
 - * Ensure medicines are kept with the pupil's group.
 - * Ensure group supervisors have details of the school contact.
 - * Ensure that group supervisors and school contact have a copy of the emergency procedures and an itinerary of the day.
 - * Observe responsibilities of teachers and other adults set out below.
 - * Inform lunchtime supervisors as soon as possible.
 - * Organise packed lunches though class catering, where children have booked these.

Attending staff should:

- * Do their best to ensure the health and safety of everyone in the group and act as any reasonable parent would do in the same circumstances.
- * Follow instructions of the Visit Leader and help with behaviour.
- * Liaise with the visit leader and teachers regarding any unacceptable risks to the health and safety of pupils in their charge.
- * Be aware of emergency procedures and all emergency contact details.

At the beginning of each academic year, parents fill in a general consent form for low risk off-site visits such as walks to the local church, monument or hills. This consent form does not include visits that involve the use of transport. Parents are still informed if their child will be leaving the school site.

The common visits that are mentioned above have their own policy which staff will follow. As they are policy, individual risk assessments are not needed each time.

N.B. It is good practice to involve the children in elements of planning the visit, particularly identifying the risks and benefits of the visit. This is encouraged in the school but understand that time constraints are an issue.

Visit Leader and attending staff review the visit and complete Visit Evaluation form.

9. Monitoring

The EVC can approve all visits that take place in school. For those visits that do not follow WCC guidance, the EVC will help the Visit Leader get organised and into line with set procedure. The EVC, along with the Head, can also stop visits from taking place if necessary.

At the time of writing, the EVC does not carry out sample monitoring of visits but the EVC will start to sample monitor visits through looking at planning and, where possible, field observation. There is currently no monitoring carried out by Governors. This policy will



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be monitored and evaluated by LHPNS's governing body. Accidents and incidents are reviewed to inform future Risk Assessments and the EVC is informed.

10. Staff Induction

The EVC carries out training for educational visits through INSET meetings. This takes place annually where possible.

In September 2011, it becomes compulsory for all staff responsible for off-site visits (Visit Leaders) to receive training from a WCC approved instructor.

New staff do not take on the role of Visit Leader but work with more experienced staff when planning their first educational visit at the school. The EVC is available to help any new staff with any queries they may have and will ensure they receive Visit Leader training if they have not had it.

Last staff updated training: November 2019. Scheduled for October 2023.

New staff are sent on Visit Leader training courses at the first opportunity.

11. Risk Management and Assessment Processes and procedures

Risk-benefit assessments are carried out by the Visit Leader but other staff attending the visit should be involved in completing the risk-benefit assessment.

Risk-benefit assessments are encouraged to be:

- simple
- proportional
- suitable
- sufficient
- manageable

The school uses the WCC Risk-Benefit Assessment sheets which covers Generic Risk Assessment which focuses on the group as a whole and Event Specific Risk Assessment which concentrates more on the specific activities and certain children that may have a particular need. During the visit, staff carry out Ongoing/dynamic Risk Assessments. The safety of the visit lies with the Ongoing Risk Assessment, which monitors the visit as it unfolds and confirms or adapts the planned risk assessments according to other immediate influences such as adverse weather forecasts.

A Visit Leader should seek written assurances that a Provider has appropriate risk management systems in place; the leader should not ask for copies of risk assessment documentation.

12. Preliminary Visits

Most of the places that we visit at the school are places that we have used before and staff have a good understanding of the demands and expectations of the visit, e.g. Year 4's visit to Cadbury's World, Year 6's visit to PGL. However, if a visit is being planned to a place that staff have no experience of, we encourage the Visit Leader to go on a preliminary visit of the location.

13. The Use of Voluntary Helpers

If staff:pupil ratios are deemed to be too low for a visit then the Visit Leader may seek a Voluntary Helper to join the group on the visit. This is usually another member of staff or a parent of a child who is going on the visit.

Any adult who comes to the school on a regular basis is DBS checked. For those that are not DBS checked, they should be allocated to assist a member of staff rather than be given a group of children and left alone. This would be potentially unsafe but also unfair on the Helper.



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All Voluntary Helpers should be told the Emergency Procedure for the visit and their role during the visit. They must also leave their contact details with the office before they leave for the visit.

14. Emergency Procedure Requirements

Every visit should have an Emergency Procedure planned. Part of this plan is to designate an Emergency Contact who would be available 24/7 should the need arise. This is usually the Head or the Deputy Head. Helen Williams took the MOVE (Management of Visit Emergencies) in January 2019.

The Emergency Contact should have access to the plan of the visit and the contact details of the people on the visit. Visit Leaders, Assistant Leaders and the Emergency Contact should have an Emergency Contact crib card during the visit. These are found in the Office.

15. Codes of Behavioural Conduct

The staff make it clear to the children that their best behaviour is expected at all times during the visit. Staff may withdraw a child who is misbehaving or behaving dangerously from a visit by keeping them by their side.

Year 6 children and their parents that go on the residential PGL visit are told that poor or dangerous behaviour will lead to exclusion from activities or that parents will be expected to come and collect them. There is no written contract for this but the expectation is made very clear in the pre-visit meeting held at the school.

16. Inclusion

All children have a right to attend visits organized at the school and all children are given the opportunity to attend all visits.

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.

Children with a physical disability or medical problem should be planned for when completing the risk assessments for each visit.

17. Ratios

A *recommended guide to minimum ratios* appears below, but it cannot be stressed enough that this is a *guide*.

Foundation

3 - 5 yrs (Foundation)
1 adult : 4 children

Key Stage 1

Age 5 - 7 yrs (Year 1 and 2)
1 adult : 6 children

Key Stage 2

7 - 11 yrs (Year 3 - 6)
1 adult : 8 children

For a mixed party on a visit involving one or more **overnight stops**, there should be a staff member of **each gender**. A form must be completed for these visits and for those which are more than **50 miles** from LHPSN. This form should be sent to County at least **4 working weeks** before the visit via an online system (Evolve). (see EVC).

Head Teacher/EVC may modify the ratio of supervision where a visit is considered to require greater numbers of staff than specified above.



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18. COVID-19

The school recognises that COVID-19 has had a detrimental effect on the children's mental health and that Outdoor Learning and Educational Visits can help remedy this. The school will always follow national guidelines regarding Educational Visits which can be found on the OEAPNG website or is sent to us by WCC. Appendix B is taken from the OEAPNG website and is the latest advice regarding school trips.

19. Bites and Stings

The OEAPNG has updated its advice on bites and stings which can be found here: [7e Bites and Stings](#)

20. Woodland Activities

Updated advice on Woodland Activities can be found here [7u Woodland Activities](#). The school has a Forest School, with a fully qualified Forest School Leader, Dr Rober Fishwick. There is a separate policy for Forest School and its activities.

21. Coronavirus

The Government has revised its guidance about educational visits in England to add a contingency framework for managing local coronavirus outbreaks. The revised OEAP National Guidance document can be found here [4.4k Coronavirus](#).

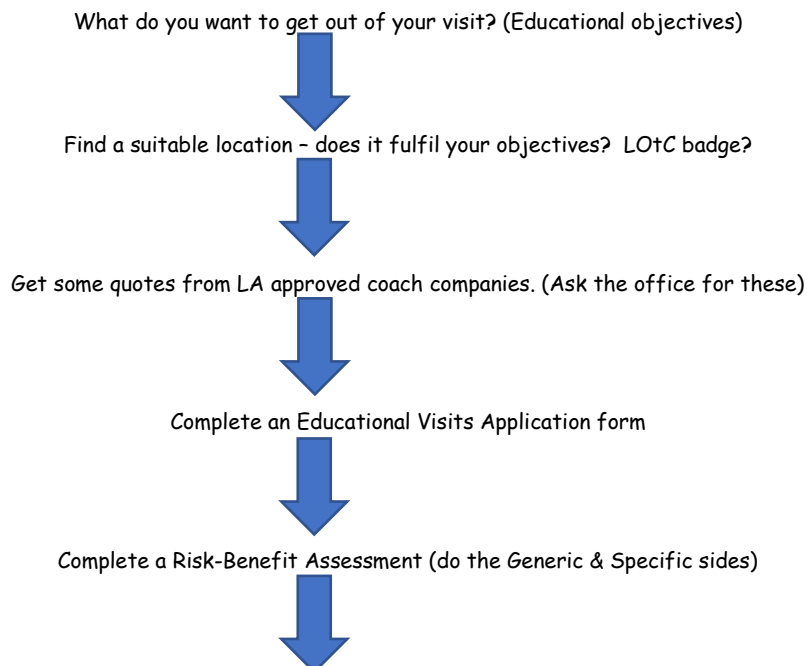
22. Sepsis

Knowing how to identify sepsis can save lives. Young people often function normally as an illness develops and then experience a sudden and rapid deterioration.

In recent years two young people have died from sepsis on educational visits. It's important that our visit leadership team knows how to identify the signs and what to do. We therefore follow a new OEAP National Guidance document, [7.2a Sepsis](#), which had input from the UK Sepsis Trust.

Appendix A

Flow Chart of Procedures for Organising Educational Visits





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Get EVC to sign Application Form & RBA. **DO THIS AT LEAST 4 WEEKS BEFORE THE VISIT.** EVC will sign (if all is fine) and pass on to HT to sign. EVC will then put forms into Ed Visits Folder.



Send out letter to parents stating reasons for going on the visit, cost and get them to give their consent.

Appendix B - Latest COVID-19 Advice

Latest advice for schools from the DfE

<https://educationhub.blog.gov.uk/2023/03/23/what-are-the-latest-rules-around-covid-19-in-schools-colleges-nurseries-and-other-education-settings/>

Advice taken from OEAPNG

Planning and Managing Outdoor Learning and Off-Site Visits The following guidance is specific to operating during the COVID-19 pandemic. You should also be familiar with other National Guidance documents relevant to your role, as the normal principles of good practice still apply.

You should review your standard operating procedures to ensure that they include the measures, including public health advice, that you need to take to reduce the risks from COVID.

When planning an activity or visit, you should take the current government guidance, including public health advice, into account as part of your process of risk assessment, and then check it regularly in the days and weeks leading up to the visit, and during a residential visit, and make any changes necessary to your plans.

You should have contingency plans in case of changes to government guidance or, for example, staff becoming unavailable because of a requirement to self-isolate.

You should consider the ability of participants to comply with COVID safety measures at the venue.

Parents and participants may naturally be concerned, so you should discuss their concerns with them and keep them informed about the situation and how you plan to mitigate any risks.

If you plan to visit a venue such as a museum or gallery, or to attend a public event such as a concert or sporting fixture, or to stay in accommodation such as a hostel or hotel, or if you are using a tour operator or activity provider, discuss the potential effects of COVID with them at the time of booking, and keep in touch with them during the run-up to the visit. You should check if they have any specific requirements, such a requirement for visitors to prove that they have been vaccinated.

You should check that any provider you intend to use has assessed the risk of coronavirus and implemented control measures to prevent infection. Some providers may not have had the benefit of the advice and support available to education establishments, and so may not be fully aware of the measures that are expected. You should consider making a preliminary visit to check the measures in place and to discuss any issues with the provider. See OEAP National Guidance document 4.4g "Selecting External Providers and Facilities". 4.4k © OEAP 10-September-2021 4.4k Coronavirus Page 5 of 7 Good Practice folder.

If it is necessary for someone who does not normally work at the establishment (such as a parent, volunteer, supply teacher or freelance leader) to take part in a visit, then you should ensure that they follow the same COVID procedures as they would if they were visiting the establishment site.



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Resuming Visits and Activities

Because of the pandemic, it may have been a long time since you were able to organise many types of off-site visit and activity. It is important that you recognise that things may have changed in this time, and that you will need to make careful preparations before resuming your normal provision.

Leaders may have experienced a decline in their competence, confidence or fitness, and so may need support, such as refresher training or additional preparation time. The same may apply to participants.

External providers that you have used in the past may no longer be available, or may have changed what they can offer, or may not be able to operate to the same standards as previously. You should check that they have made suitable adjustments to work safely with COVID, and it may be wise to carry out similar checks as you would with a new provider. See OEAP National Guidance document 8r "Additional Provider Statement for Residentials During Coronavirus".

Young people have spent a significant amount of time indoors, away from educational settings and their peers. This may affect how they respond during activities and visits. Leaders should carefully consider what are suitable venues, activities, and levels of challenge while they re-establish their understanding of participants' attitudes, behaviours and abilities.

Equipment that has been unused for a long time should be checked for damage or deterioration, particularly if it has been stored in a place where there is a possibility of water ingress or infestation by rodents, mould etc.

Activity sites may have changed. For example, there could be changes due to rockfall, growth of vegetation or erosion. Where this is a possibility, you should visit the sites to check them, before resuming activities.

You should review your risk assessments and/or operating procedures in the light of any changes you find.

Transport

You should assess the risks of using any form of transport, taking account of current public health advice. The procedures should align as far as possible with those used in the school or other setting.

You should consider:

- how participants are grouped together on transport – where possible this should reflect any groupings used in the school or other setting;*
- the use of hand sanitiser when getting on and off transport;*
- additional cleaning of vehicles;*
- ensuring that boarding and disembarkation are organised;*
- distancing on transport where possible;*
- the use of face coverings.*

Helen Bowen, on behalf of David Weston EVC - September 2023