



Educational Visits and Learning Outside the Classroom

September 2021

Approved by:	Approved by Longwill Governing Body
Date:	FGB 24.11.21
Next review date:	36 months from last approval

Signed

(Chair of Governors)

Date.....

LONGWILL'S EDUCATIONAL VISITS POLICY

The Educational Visits and Learning Outside the Classroom policy is part of Longwill's well-being and safeguarding process.

Connected Curriculum

At Longwill we have developed the Connected Curriculum to support pupils to be the best they can through a highly personalised and child focussed approach. Our aim is to enable pupils to develop into confident, engaged, happy and resourceful young Deaf life-long learners, who are able to function effectively within both the Deaf and Hearing world. This policy for Educational Visits supports and contributes to this aim.

Longwill is a rights respecting school and is guided by the United Nations Convention on the rights of the child. One of the articles state that; **Every child has the right to an education which develops their personality, respect for others' rights and the environment**

1. Overview

To reach their potential, Deaf pupils need experiences which broaden their horizons, enrich their cultural experience and understanding and improve their well-being. This policy and guidance clarify the systems in place for supporting 'Educational Visits' and 'Learning Outside the Classroom' in Birmingham. This policy is written in line with Birmingham City Council policy and guidance (March 2021) and incorporates the "National Guidance" from the Outdoor Education Advisers Panel 2021.

The Educational Visits and Learning Outside the Classroom Policy should be read in conjunction with the documents in Appendix 1. Birmingham has adopted the 'Outdoor Education Advisers Panel national Guidance for the Management of Outdoor Learning, off-site Visits and Learning Outside the Classroom'. It can be found <https://oeapng.info>

All Birmingham City Council (BCC) employees **must** follow the requirements of 'Outdoor Education Advisers Panel National Guidance', **as well as** the requirements of this document. Particular reference should be made to sections covering visits to locations with specific health and safety requirements, for example, farms, swimming pools and adventurous activities.

When commissioning an educational visit or learning outside the classroom activity, staff must ensure that the provider has either:

- A) Adopted the Longwill Policy and Guidance (BCC adopted) and the OEAP National Guidance or
- B) Have systems and procedures in place where the standards are as robust as those required by the OEAP National Guidance

2. Aims

All visits must have clearly defined educational aims which are appropriate to the needs of the group generally and to individuals within the group specifically:

- To develop and promote a culture of health and safety and sound management in the organisation of visits.
- To encourage the use of visits to extend the learning opportunities of pupils.
- To raise achievement by boosting self-esteem and motivation.
- To develop key skills

- To develop social education and citizenship
- To promote health & fitness

3. Objectives

Organisers of individual trips must generate their own aims and objectives but the following general principles apply. All trips to:

- Have a clear and stated educational purpose
- Be related to the age and aptitude of the participants
- Be organised and conducted within the framework in the Educational Visits Policy.

4. Health & Safety

Trips and visits are tools that provide and maximise educational opportunities for pupils outside their normal educational surroundings. The arrangements put in place to manage trips and visits must, therefore, recognise that these may include potentially hazardous activities. The Management of Health and Safety at Work Regulations 1999, 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 pupils and staff.

An activity can become dangerous when certain factors, or a combination of factors, occur. These could include various elements such as gravity, weather, water currents, inexperience of young persons, indiscipline, the nature of the children, the unexpected, equipment failure, lack of effective safety controls, lack of training and experience of leaders or even interference by other parties.

The HeadTeacher, governing body and LA have responsibilities 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. Trips and visits should comply with the establishment's Health and Safety Policy statement.

The Head of the establishment and Governors/Management committee must:

- Be satisfied of the competence (training and experience) of staff to undertake and supervise the various activities.
- Ensure that appropriate training is provided where necessary

5. Providers and Insurance:

- Where a provider an agreed accreditation (see P14 of 22 of BCC Policy for more information), there should be no need to seek further assurances regarding risk assessments of the provider.
- Leaders should be aware that the AALS licence is an assurance of safety. It does not accredit educational or activity quality.

6. EVisit Electronic Management

All BCC maintained schools and schools buying the education visits package from School Safety now have access to the eVisit electronic management system through their Education Visit Coordinators.

- The link to eVisit is: <https://www.e-visit.co.uk/BCCschoolsafety/eVisit>
- Risk assessment records will be saved via the eVisit system. The LA will maintain them for up to 25 years.

7. Responsibilities of Governors

The governing body should ensure that all visits and journeys are approved:

- To ensure that the visit has a specific and stated objective.
- To ensure that proposals comply with Regulations and Guidelines.

Responsibility may be delegated to the Head Teacher. The following conditions apply:

- The visit is within the United Kingdom.
- The visit is non-residential.
- No significant changes have been made to the itinerary since the previous trip.
- The trip is not hazardous.
- The trip is to a LA site.

8. Emergency Planning and Critical Support

- **Incident-** Dealt with by the visit leader
- **Emergency-** An incident or event that overwhelms the capacity of the visit leader and team following the Longwill Risk Assessment
- **Critical Incident-** An incident or event that overwhelms the coping mechanism of the visit leadership team as well as the schools' risk assessment and emergency plan.
- **Major Incident-** Declared by the Police who would take control with the LA. If outside the UK the relevant authorities will take control.

9. Parental Consent:

- When an activity is part of the establishment's curriculum or normal working practices and no parental contributions are requested, there may not be a need for specific parental consent. However, in the interests of good relations between the establishment and the home, it is good practice to ensure that those in a position of parental authority are fully informed.
- Longwill School maintains good practice and obtains blanket parental consent for a range of regularly occurring activities

10. Coronavirus

Due consideration should be given to managing and planning activities as a result of the pandemic COVID-19. Longwill School follows relevant Government (DFE), Local Authority and Employer guidance.

The same attention should be given to hygiene outdoors as well as indoors and should include:

- Wash and sanitise hands including when going outside
- Wash hands before and after touching shared objects such as activity equipment
- Wash hands before eating, after using the toilet
- Wash hands after getting on and off transport such as a minibus and when returning inside
- Sanitise equipment before usage

- Staff should have available antiseptic hand gel, antiseptic wipes, tissues, bags for waste, gloves and facemasks, disposable aprons and eye protection for administering first aid.

11. Responsibilities of the Head Teacher

The Head Teacher has extensive responsibilities – these are listed in paragraphs 21 to 23 of the DfES handbook – broadly he/she should:

- Ensure that visits comply with regulations and guidelines.
- Ensure that the group leader is competent to lead the activity and to monitor the risks during the activity and that the team is suitably balanced.
- Be clear about their own role if taking part in the activity as a team member – they should follow the instructions of the group leader who will have sole charge of the visit.
- Ensure correct numbers of staff are included in visit to ensure safety.
- Ensure that on overnight educational visits there are always two school based staff on call. At Longwill School the Head Teacher has delegated specific responsibilities to the Educational Visits Co-ordinator.

6a. Responsibilities of the Educational Visits Co-ordinator (EVC)

- The EVC will be involved with the visit leader in contacting the LA over visits planned by the school.
- The EVC will be involved in the planning and management of educational visits.
- The EVC will ensure that the appropriate school policy is in place and that this is updated as necessary
- The EVC will use the Educational Support Services online service via School's Notice Board <https://www.birminghameducationsupportservices.co.uk>
- The EVC will be required to attend training, update this where necessary and revalidate every three years.

12. Responsibilities of the Team Leader

- One teacher, the Team Leader, shall have overall responsibility for the supervision and conduct of the visit and shall have regard to the health and safety of the group.
- Approval should be sought from the EVC/Headteacher as soon as possible before any financial commitment is made.
- Adventurous activities and overseas visits **must** be notified to the LA using eVisit (Educational Visits Online Notification System), a web-based educational visit planning, management and notification system. This must be completed at least **four weeks** in advance
- In the case of complex visits, such as; visits abroad, support must be sought from Educational Visits Advisers at **least six months** in advance of the visit.

13. Responsibilities of all supervisory teachers

- Teachers on school-led visits act as employees of the LA, whether the visit takes place within normal school hours or outside those hours, by agreement with the Head Teacher and Governors.

- Teachers must 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.
- Teachers and all other adults assisting the Team Leader must consent and agree that the Team Leader has full authority to reasonably direct their supervision of the pupils

14. Staffing

The organisation of and participation in trips is a voluntary activity. Within that context the governors view such activities as staff development and require all staff involved to receive appropriate training. To achieve 'best practice', ALL members of the team should have a role in the prior organisation of the trip and in the running of the activity itself. General supervision is not enough.

- There is no legal ratio for the staffing of trips from Special Schools. All visits will be assessed individually as to the number of adults needed.
- The school should ensure that there is an appropriate supervision level at all times and that this level of supervision has been approved by the EVC and Head teacher and if needed the Governing Body and LA.
- Requirements for further adult supervision can be met by using non-teaching staff, governors, parents and volunteers. However, any person who has not had a criminal conviction check (DBS) should never be left in sole charge of pupils.

Refer to OEANP National Guidance: 3.2 "Vetting and Disclosure and Barring Service (DBS) Checks"
<https://oeapng.info/download/1090/>

Many other factors may have to be considered, including for example, the nature of the activities, or the behaviour of pupils. These factors may lead to a reduction in the staff/pupil ratio.

The Head teacher must formally approve all staffing of residential trips.

In terms of gender and experience, a balance in the staffing is essential on all trips whether day visits or residential, but in the latter case, further requirements apply.

Organisers and leaders of school trips must be able to demonstrate that the trip represents best value in achieving the written aims. Consideration of best value must include the responsibilities for safety and supervision.

15. Inclusion

Every effort should be made to ensure that educational visits that educational visits and learning outside the classroom activities are available and accessible to all who wish to participate, irrespective of ethnic origin, sex, religion etc. All pupils should be encouraged to participate in as wide a range of activities as possible.

Pupils with Special Educational Needs (SEN) should not be excluded from trips and visits by virtue of their disability. The visit should, wherever possible, be structured to allow all pupils to participate at their own level. Where the visit involves outside instructors/supervisors, these should be informed of any potential difficulties or limitations when the visit is being planned.

Educational Visits and Outdoor Learning Advisers: Tom Lilley: 07980266367 or Richard Batty: 07432053936

Reviewed every three years
 To be reviewed Sept 2024

Checklist - Visit Leader

This list is designed to be a prompt for visit planning, and a final check. The relevance of each point, and the complexity of the responses, depends on the nature of the visit. Information about good practice can be found elsewhere in National Guidance (the numbers in brackets are those of some relevant

- The intent of the visit is clear, integral to the Connected Curriculum, and focuses on the learning and development of Longwill pupils. Visit Evaluation form completed at least 3 weeks prior to visit to AJ
- I have used the e-visit system to log my potential visit.
- I am clearly identified and approved as the Visit Leader and am aware of my responsibilities-
 - bookings have been agreed and forms completed (signed off by AC)
 - cost implications considered
 - sandwiches
 - transport (I have considered the best/ cost effective mode of travel)
 - Informed Parents
- The risks of all aspects of the visit have been considered and it is clear what leaders need to do to manage the risks
- There are alternative options (a 'Plan B') as necessary.
- Teaching Assistants and volunteers have received all relevant information about the visit and their group. They are clear about any risks and their role in managing them.
- There is an emergency plan for which leaders and emergency contacts have been prepared (and remain with the main group leader)
- I have access to sufficient funds and an effective means of communication in case of emergency.
- Pupils have been well informed about what is expected of them and aware of the **details** of the visit.
- Evaluation of the visit completed on return with pupil voice included.
- Any near miss experiences logged on the risk assessment or eVisit.
- Paperwork filed in EV file. (Located in locked store cupboard).