



Learning Outside the Classroom & Offsite Visits Policy & Guidelines

Date of Review: September 2015
Approved by: Trust Board
Next Review Date: September 2018

1. RATIONALE

- 1.1 Safely managed educational visits, with a clear purpose are an indispensable part of a broad and balanced curriculum and a vibrant part of The Rodillian Multi Academy Trust (RMAT).
- 1.2 They are an opportunity to extend students' learning and to enrich their appreciation and understanding of themselves, others and the world around them. They can be the catalyst for improved academic performance, a lifetime interest or in some cases professional fulfilment; they are to be encouraged.

2. PURPOSE

1. To ensure that every student has the opportunity to benefit from educational visits.
2. To ensure all visits are safe, purposeful and appropriate in order to meet the educational needs of students taking part.
3. To enable the school to identify appropriate functions, responsibilities, training, support and monitoring for all Governors, Heads of School, staff, helpers, students and providers involved in educational visits.
4. To comply with RMAT 'Policy for the Management of Learning Outside the Classroom / Offsite Visits and Activities'; and use of the "Offsite Visits-Operational Procedures", keeping up to date with further advice.
5. To meet DfE guidelines (1998) entitled 'Health & Safety of Students on Education Visits' (HASPEV); DfE 3 part supplement any guidance published July 2002 and DfE Health and Safety 2014 Guidance.
6. To ensure where appropriate, further advice is sought from RMAT.

3. BROAD GUIDELINES

Key Point – These guidelines can be captured simply in four words:

PLAN – DO – REVIEW – RECORD

4. APPROVAL

- All visits are linked to the academy aims and where possible planned and approved well in advance in accordance with visits planning procedures. (See visit timescales)
- The Chair of Governors of the Trust Board of the RMAT will be informed of all visits but delegate approval of low risk and routine visits and occasional opportunities to the Head of School and EVC (See delegated approval levels).
- After Head of School's approval all higher risk visits including adventurous activities, residential experience and foreign travel will be submitted to the Trust Board for the Chair of Governors' approval and RMAT approval

5. VISIT TIMESCALES

- Trips need to be planned and approved at least 6 weeks before they take place
- Residential, overseas or high risk visits need to be approved at least 3 months before they take place
- For overseas visits the RMAT must be contacted 3 months prior to any bookings being made

6. DELEGATED LEVELS OF AUTHORISATION

Overseas:	RMAT Board Approval Required
Residential:	RMAT Board Approval Required
*Adventurous (Externally Led):	Approval Delegate to Head of School (RMAT advised)
*Adventurous (Led by Own Staff):	Approval Delegated to Head of School (RMAT advised)
None of the Above: Approval	Delegated to Head of School

*Adventurous – the classification of 'adventurous' activities is within Appendix A

7. EDUCATIONAL VISITS CO-ORDINATOR (EVC)

- A named Educational Visits Coordinator (EVC) will be appointed within each academy
- The EVC will ensure that they are up to date on the current legislation and that they attend the required training
- The EVC will identify and record with the minimum paperwork, qualifications, training, development, induction and apprenticeship arrangements for all visit leaders
- The EVC will approve visit leadership, planning checklist, risk assessment, management and evaluation of all visits

- The EVC will ensure that the required information is correct on the Evolve system prior to seeking approval
- In the event of a serious medical emergency, upon the trip leader notifying the EVC and Leadership within their academy, the EVC will notify the Executive Headteacher and Executive Deputy of the RMAT.

8. VISIT LEADER

- There will be a named visit leader (and where appropriate, deputy) on all visits
- The visit leader will have attended the required training/support with the EVC prior to leading a visit
- The visit leader will ensure that all the required information is uploaded onto Evolve and that the required information is held on Evolve prior to submitting the trip for checking by the EVC
- The visit leader will ensure sufficient staff and helpers of the right experience are checked (DBS if appropriate) and briefed prior to and throughout the visit
- The visit leader will ensure that there is the correct ratio of staff/adults to students prior to the visit taking place
- The visit leader will ensure risk assessment and management including generic, site specific and on-going are undertaken and recorded
- The visit leader will ensure that ALL the staff and adults attending the off-site activity/visit have read and understood all the risk assessments prior to and during the visit
- The visit leader will ensure Best Value principles are used when selecting providers, appropriate checks are made, insurance and financial support procedures are followed
- The visit leader will ensure that ALL the staff and adults attending the off-site activity/visit have read and are aware of any students medical needs/dietary needs/allergies and care plans (where applicable) prior to and during the visit, ensuring that risk assessments are amended where necessary to accommodate specific needs
- The visit leader will ensure that there is a qualified first aider within the staff attending and/or at the visit location. In an emergency the visit leader will contact the local emergency services, parents, leadership and the EVC at their academy immediately.
- Visit leaders will ensure a named person, emergency procedures and systems for recording and sharing information on accidents and near misses are in place before briefing students and parents
- Visit leaders will, where possible, undertake exploratory visits or seek references from other academies if using new venues
- Visit leaders will ensure that they have emergency contact details for ALL students prior to the trip taking place

- Visit leaders will ensure that ALL parental consents have been received prior to the trip taking place
- Visit leaders will ensure that all staff know to pass on any 'Cause for Concerns' from students directly to themselves as the trip leader, should they occur whilst on the visit. The visit leader will then be responsible for passing on any 'Cause for Concern' to the relevant academy, to be dealt with appropriately following the RMA Child Protection Policy.

9. PARENTS

- Parents will be given sufficient written and other information about all visits to make informed decisions and give written consent, medical and contact details
- Parents will be given the link to the 'Learning Outside the Classroom' website (www.lotc.org.uk) with details of the practice we follow.
- Where appropriate, for high risk residential and foreign visits meetings with parents will be arranged
- Expectations of behaviour and codes of conduct will be explained to parents. This will include the need to meet the cost and make arrangements for collecting children in certain circumstances

10. STUDENTS

- Students should be briefed about aims, expectations and codes of conduct for all visits. On-going briefings are an important part of learning and safety
- Where possible students should be involved with planning, developing codes of conduct, assessing/managing risk and evaluating their own attitude, behaviour, development and learning
- Students will be made aware of the names of staff with key responsibilities to help and assist as necessary on the visit eg. The trip leader; First Aider etc.

11. CONCLUSION

10.1 Although part of health and safety policy, learning outside the classroom/offsite visits are an integral part of the curriculum plan and strategies for learning. It should be closely linked to equal opportunities, special needs, policies for inclusion and staff development.

Adventurous activities

These include:

- Climbing: for example rock climbing, abseiling, ice climbing, gorge walking, ghyll scrambling, sea level traversing, high- and low-level ropes courses.
- Watersports: for example canoeing, kayaking, dragon boating, wave skiing, white-water rafting, improvised rafting, sailing, sailboarding, windsurfing.
- Trekking: for example hill-walking, mountaineering, fell-running, orienteering, pony trekking, off-road cycling, off-piste skiing.
- Caving: for example caving, pot-holing, mine exploration.
- In-flight: for example hot air ballooning, parachuting
- Challenges and Skills: for example archery, quad bikes, assault courses, mountain boarding, initiative exercises.