

Title	Educational Visits and Learning Outside the Classroom
Associated Policies	<ul style="list-style-type: none"> • Health and Safety Policy (TPO/HS/03) • Critical Incident and Crisis Management Policy (TPO/HS/01) • Risk Assessment Policy (TPO/HS/09) • Safeguarding Policy (TPO/HS/05) • Charging and Remissions (TPO/FIN/01) • Driving and Travelling in Safety Policy (TPO/HS/07)

REVIEWED: JULY 2019

NEXT REVIEW: JULY 2022

1. Policy Statement

- 1.1 Every young person should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances.
- 1.2 Learning outside the classroom is the use of places other than the classroom for teaching and learning. It is about getting children and young people out and about, providing them with challenging, exciting and different experiences to help them learn.
- 1.3 It is about raising achievement through an organised, powerful approach to learning in which direct experience is of prime importance. This is not only about what we learn but importantly how and where we learn. It is not an end in itself but rather a vehicle to develop the capacity to learn. Good quality learning outside the classroom adds much value to classroom learning.
- 1.4 This Policy applies to all learning outside of the classroom experiences, off-site visits and all adventurous activities carried out with young people, with the exception of work experience placements.

2. Who does this policy apply to?

- 2.1 This policy applies to all staff, students and volunteers involved in the planning, approval and running of learning outside the classroom, including trips and visits.

3. Who is responsible for carrying out this policy?

- 3.1 The implementation of this policy will be monitored by the Principal and Governors of each Academy and remain under review by The Brooke Weston Trust (Health and Safety Review Group).
- 3.2 Where trips/visits include pupils from multiple Trust schools, the trip will be planned in line with this policy using the local procedures of the lead school. The lead school will be the school where the Trip Leader is based.

4. What are the principles behind this policy?

- 4.1 This policy provides guidance to Brooke Weston Trust schools to ensure appropriate systems and procedures are in place to support the planning and operation of visits and learning outside the classroom. This policy is intended to provide clarity of roles and responsibilities for the operation of trips and learning outside the classroom at Brooke Weston Trust schools.
- 4.2 It is intended to ensure that all students participating in trips and learning outside the classroom do so in safe and well managed environments.
- 4.3 It sets out expectations that will ensure a consistent level of quality is applied to all trips and learning outside the classroom planned and carried out at Brooke Weston Trust schools.
- 4.4 It also sets out clear guidelines regarding the approval of trip leaders.
- 4.5 The policy provides employees of Brooke Weston Trust with:
 - Guidance relating to visits and learning outside the classroom activity

- Details of where and how to access advice, support and further training

5. Procedures

- 5.1 Brooke Weston Trust requires all schools to produce written procedures detailing the process by which visits and learning outside the classroom will be planned, approved, operated and reviewed. All procedures will adopt and follow Outdoor Education Advisers Panel (OEAP) National Guidance.
- 5.2 Students attending Brooke Weston Trust schools may on occasion have the opportunity to experience educational visits and learning outside of the classroom (trips/visits) led by other organisations such as the Combined Cadet Force (CCF). In these circumstances, the policy and procedures covering the trip or activity will be those of the third-party organisation and Brooke Weston Trust will make this clear to students and parents/carers.
- 5.3 In preparing internal procedures, schools will have reference to the following three categories of trips and visits:

5.3.1 Category A: Low risk level activities.

These are trips and visits close to the school, done on a regular basis involving environments known to the staff. It would include normal daily life activities.

Examples include but are not limited to walks and exploring the area near to the school site, visits to the local church, library, school sporting fixtures and other regular non-complex activity. It can also include transport if needed.

5.3.2 Category B: Medium risk level activities

These visits are to areas beyond the local area involving more complex environments and activity and will typically be a one-off or irregular activity in the school year. The leaders will be approved to lead the visit by the EVC. There may be some specialist training attached to some activities in this area.

Examples include but are not limited to visits further afield, farm visits, local parks, museum visits, swimming lessons in offsite pools, zoo visits, sporting festivals and larger tournaments and some basic outdoor education activity.

5.3.3 Category C: higher risk level activities

These visits include residential visits, overseas visits, adventure activities and activities involving water.

It is not possible to provide a completely definitive activities list. Examples of activities include but are not limited to Duke of Edinburgh expeditions, outdoor adventure activities including hills and mountains, motor sports, adventures on water or field studies involving water.

- 5.4 **Approval.** Brooke Weston Trust delegates approval of category A and B trips to schools. It is a requirement of this policy that school Principals carry out this function in accordance with OEAP National Guidance, which recommends schools have a suitably trained Educational Visits Coordinator (EVC). See paragraph 5.7 for further guidance.

Category C trips should be approved by an accredited member of the Outdoor Education Advisers Panel (OEAP). Brooke Weston Trust delegates the requirement to secure the services of a suitably qualified member of OEAP to its schools.

- 5.5 **Notification.** Brooke Weston Trust must be notified of all category C trips. This is for notification purposes only, with approval provided by the OEAP accredited member as referred to in 5.4 above. Notification is to be made to the Senior Operations Manager who is Chair of the Health and Safety Review Group.

- 5.6 **Monitoring.** Brooke Weston Trust will undertake sample monitoring of visits and learning outside the

classroom organised by schools to monitor schools' compliance with this policy. Monitoring may be performed by any officer appointed by the CEO or by any subcommittee to the Board as may be relevant. Monitoring will be carried out and feedback given to ensure improvements are made where necessary and learning shared between schools.

- 5.7 Approval of leaders.** All schools operating trips or learning outside the classroom are required by Brooke Weston Trust to appoint a suitably qualified Educational Visits Coordinator (EVC). EVC's will undertake OEAP approved EVC training and remain competent to undertake the role by renewing this training every 3 years.

Visit Leaders will be designated for all trips and visits and are required to be competent and confident to undertake the role. Being competent means that the leader has demonstrated the ability to lead to the level demanded by the visit or activities that they are to lead, and has sufficient relevant experience and knowledge of the activities, the group, and the environments they will operate in. Competence is a combination of skills, knowledge, awareness, judgement, training and experience. Completion of Visit Leader training is strongly recommended.

Brooke Weston Trust delegates the approval of Visit Leaders to school Principals who may take advice from the appointed EVC. Further guidance regarding the assessment of leader competence is available from OEAP.

- 5.8 Emergency planning.** Brooke Weston Trust provides critical incident support to schools as detailed in the Critical Incidents and Crisis Management policy.
- 5.9 Risk management** is a core part of any activity and is an essential component of both EVC and Visit Leader training. Elimination of all risks is unlikely to be practicable. Instead, all risks should be managed by reducing them to an acceptable and 'tolerable' level. Reference should be made to Brooke Weston Trust's Risk Assessment Policy and/or current OEAP guidance on risk management. This approach to risk management appreciates the benefits to be gained as well as the control measures required. HSE endorse this approach through their 'Principles of Sensible Risk Management' and advocate that it is important that young people are exposed to well-managed risks so that they learn how to manage risk for themselves.
- 5.10 Charges.** Schools will take account of the legal framework relating to charging, voluntary contributions and remissions and current Department for Education (DfE) guidance on charging for school activities as this applies to academies.
- 5.11 Preliminary visits.** These can be useful in establishing the suitability of venues or activities and to check that the facilities or third-party provision will meet group expectations. Wherever reasonably practicable, Brooke Weston Trust encourages a preliminary visit. Where this does not take place, evidence of consideration of need for a preliminary visit must be available.
- 5.12 Insurance.** Brooke Weston Trust holds various insurance policies and risk protection arrangements, including Employer's Liability Insurance, relevant to operating visits and learning outside the classroom. The cover extends to activities and visits organised by all settings for which Brooke Weston Trust is responsible. Brooke Weston Trust expects schools to check that insurance appropriate to the visit or activity is in place as part of the planning process. Where additional costs are incurred these should be considered and reflected in any charges made for the visit or activity. Details of cover already in place is available from the Trust central team.
- 5.13 Inclusion.** Brooke Weston Trust expects that every effort should be 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. Schools should take all reasonably practicable measures to include all young people.

6. Specific Considerations

6.1 OEAP National Guidance sets out clear and detailed responsibilities and functions of specific roles that relate to the management structures of The Brooke Weston Trust and its Academies. These include:

- Employer
- Governors, Trustees and Directors
- Head Teacher
- Outdoor Education Advisor
- Educational Visits Coordinator
- Visit Leader
- Assistant Leader
- Parents

These guidance documents will be useful for schools and individuals when considering appropriate school level procedures and operating visits and learning outside the classroom.

6.2 Neither the Law or Brooke Weston Trust prescribe activity-specific staffing ratios but the level of supervision and group management for any visit or learning outside the classroom activity must be 'effective'. 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, behavioural, 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

As an exception to the above, prescribed staffing ratios are published by DfE for children in the Early Years age range and these must be adhered to.

7. Policy Review

7.1 This policy will be reviewed on a three yearly cycle or as required by legislature changes of best practice developments.