



BROOKFIELDS SCHOOL

LEARNING OUTSIDE THE CLASSROOM AND EDUCATIONAL VISITS POLICY

INTRODUCTION

All schools are required to offer children a broad and balanced curriculum that promotes their spiritual, moral, cultural, social and physical development, and prepares them for the opportunities and experiences of adult life.

At Brookfields School we seek to ensure that our bespoke curriculum is delivered to all children, regardless of social background, race, gender or differences in ability. All children are entitled to the development of knowledge, understanding, skills, and attitudes. To enrich the curriculum for our children, we also offer a range of LOTC, educational visits and other activities that add to and complement what they learn in school.

This policy should be read in conjunction with Brookfields School's First Aid Policy, Policy for the Administration of Medication and the Minibus Risk Assessment documentation.

ORGANISATION

At Brookfields School, we follow the guidelines contained within:

- Health and Safety on Educational Visits - Department for Education 2018.
- OEAP national guidance

The Deputy Headteacher- **Harry Dineley** is the Educational Visits Coordinator (EVC).

The school uses EVOLVE, the LA planning tool which allows staff to plan and submit visits for approval. Visits are submitted through EVOLVE by visit leaders to the EVC to be checked. All local visits should be submitted for approval at least one week before the visit. They are then sent for final approval to either:

- The Headteacher – Sara Ainsworth
- Or EVOLVE for LA approval if the visit is deemed as an 'adventurous activity' or a residential.

Our curriculum defines what we teach the children in school. This is the basis for each class's programme of learning for each school year.

Within each class's programme of work the teachers plan opportunities for learning outside the classroom that support the children's learning. We give details of these visits and activities to parents at the beginning of each term in our class curriculum overview plans. We plan other activities as the school year progresses and inform parents of these in due course.

We follow the Local Authority's guidelines relating to health and safety, and we ask parents to give written consent for their child to take part in any activity that takes children off the school site. If we do not receive this written permission, the child will be unable to participate. When joining the school, each parent is asked to sign a document giving permission for their child to



take part in learning outside the classroom activities. This consent covers weekly minibus outings for example, to forests, parks and local amenities such as libraries and shops.

For day visits, overnight stays and visits incurring a cost; parents are required to complete a further consent form. In addition, school will provide information regarding the destination, activities, possible clothing requirements and meal arrangements.

CURRICULUM

All learning outside the classroom, educational visits and activities support and enrich the work we do inside the school. There are also a number of people who visit the school to support our work. Some visits relate directly to areas of learning for individual classes, whilst others relate to all our children.

For each subject/area across the curriculum there is a corresponding programme of activities which includes visits by specialists. All these activities are in line with guidance published by the Local Authority and may include:

- Promoting skills for communication, independence, positive behaviour, observational skills, learning how to stay safe- waiting, sharing, park visits, bus journeys;
- English/Literacy – theatre visits, visits by authors, poets and theatre groups;
- Science – local museum visits, use of the school grounds, visits by speakers;
- Mathematics – use of shape and number trails in the local environment;
- History – castle and historic buildings visits, study of local housing, local museums;
- Geography – use of the locality for fieldwork, village trails;
- Art and design – art gallery visits, use of the locality;
- PE –Cluster and other sports activities, extra-curricular activities, visits by specialist coaches;
- Music – range of specialist music teaching, extra-curricular activities, visits to concert halls and theatres;
- Design and technology – visits to local factories/design centres;
- ICT – its use in local shops/libraries/secondary schools etc;
- RE – visits to local centres of worship, visits by local clergy.

We also have regular visits from our neighbourhood police officer and health workers. These visits support the personal, social and health education of our children.

OUTCOMES

Clarity regarding the intended outcomes of the visit will help to ensure that the potential benefits can be achieved. Upto four intended outcomes may be recorded on EVOLVE during the planning process. These outcomes can be used for subsequent evaluation.

Educational activity that takes place outside the classroom can provide a very powerful means of developing learning in all curriculum areas and raise attainment. Experiential learning can also provide opportunities for development in other areas which include:



- Relationships
- Emotional & spiritual
- Cross curricular
- Individual
- Teamwork
- Environmental

Preparatory work should take place in advance of the visit where appropriate. This in conjunction with activity that will take place during the visit should feed into any follow up work.

PLANNING

When planning a visit, consideration should be given to the aims and objectives and the relevance to pupils and curriculum needs. These should be reflected in plans and IEPs where relevant. Consideration should also be given to the structure of the visit, staffing and groupings, including use of non-school staff, eg parents or students, resources and costings. Planning Checklist / risk assessments should be referred to, to ensure all areas have been addressed.

Careful consideration should be given to 'risk management'. This involves risks being assessed and either eliminated or kept under sufficient control so that the residual risk is kept as low as reasonably practicable.

RISK ASSESSMENT

The school follows guidance provided by Evolve on risk management and conducting risk assessments. The risk assessment should identify significant risks and take measures to control these, through proper planning by staff leading the visit.

A risk assessment must be undertaken prior to all educational visits and off-site activities and shared with all staff/adults attending. The Headteacher delegates this responsibility to the member of staff organising the visit or activity but must approve and sign the risk assessment before the visit/activity is allowed to go ahead. The risk assessment must include the SEND/medical needs of the specific group of children participating. The visit leader should make appropriate and adequate arrangements in case of emergencies, e.g. mobile phone and contact numbers available, staff groupings/supervision organised.

The school has a standard format for risk assessment. Master copies are held on the school's 'cloud' system within the EVOLVE file.

All adults accompanying the visit should be informed of the risk assessment and made fully aware of their responsibilities.

All risk assessments for educational visits, including swimming, should be submitted by the visit leader using EVOLVE at least **one week** in advance of the visit. If this procedure is not followed the visit may not be approved by the EVC and Headteacher.



Prior to the visit, staff must ensure that all participants understand what is expected of them. This includes any 'rules' that will be in place. These should be re-emphasised as appropriate during the visit.

Monitoring of the visit must be ongoing. This contributes towards both enjoyment and safety.

It is primarily the responsibility of the visit leader in consultation with other staff where appropriate, to modify or curtail the visit or activity (e.g. Plan B) to suit changed or changing circumstances. For example, an over-busy lunch area, rain, and rising water levels.

Following the visit, the visit leader should record any significant issues as a note on EVOLVE for both reference and to inform future visits.

PROCEDURES

The visit leader or another member of the team must have prior knowledge of the location to be visited and from this be able to complete the appropriate Risk Assessment. This may involve a pre visit.

The visit leader should make appropriate and adequate arrangements in case of emergencies, e.g. mobile phone and contact numbers available, staff groupings/supervision organised.

For residential visits a fully completed Parent/Guardian Consent form should be obtained and approval sought from the headteacher, Academy Councillors and EVOLVE.

Regular visits as timetabled, i.e., weekly class minibus outings should be referred to in teachers' planning documents.

Upon leaving school, staff should record the visit in the 'Educational Visits Signing Out Log' held in the school office.

Visits that are for full days should be recorded in the school online calendar and the Educational Visits Coordinator notified, using EVOLVE, of the destination, street address, postcode, telephone number and date/time of the planned visit for approval. The EVC will send the information to the Headteacher and LA (if required) for approval and notification. It is Halton Borough Council policy for schools to give notification and the generic risk assessments to be undertaken when visiting locations which may be near deep water. The Educational Visits Coordinator will send these to the LA using the EVOLVE system.

All staff involved in educational visits must have read the Policy for Educational Visits and Extra-Curricular Activities.

Generic Risk Assessments are carried out by class teams for regularly visited locations at the start of the academic year. New locations should be risk assessed before the visit takes place and if necessary, a preliminary visit made by the leader responsible.

RATIO OF ADULTS TO PUPILS

The visit leader should ensure that staffing/adult/pupil ratios are sufficient and safe. It is their responsibility to ensure that all adults are aware of their roles and responsibilities. It must be



stressed that visit organisers must consider the following factors when deciding on the final adult/child ratio:

- SEND and medical needs
- type of activities to be undertaken
- experience and competence of all adults accompanying the visit
- duration of the visit
- competence and behavioural history of the group of children.
- The venue, time of year and prevailing/predicted conditions
- The contingency or 'Plan B' options.
- A visit must not go ahead where either the visit leader, EVC or Headteacher is not satisfied that an appropriate level of supervision exists.

INSURANCE

Staff have 'duty of care' a special responsibility, recognised in law, for the reasonable protection of the children in their care. When acting in loco parentis, staff are expected to show the same standard of care to safeguard the children and protect them from injury as any responsible parent would do. As visit organiser, there is a duty of care to members of the public and to other employees and volunteers.

Brookfields holds membership of a Risk Protection Arrangement (RPA). A digital copy of the RPA membership is to be attach to all Evolve visit plans / risk assessments. Further details are available from the school office.

Minibus- The school minibus has Fully Comprehensive motor insurance.

Cars- A member of staff using their car for an official trip or visit must have what insurers call 'business use' on his/her policy, and a copy of the employee's car insurance should be maintained in school. The School Business Manager will also need to see the driver's licence and MOT certificate for the vehicle. The use of the employee's car must be planned for, risk assessed and only used on rare occasions.

ACCIDENT AND EMERGENCY PROCEDURES

Brookfields accident and incident reporting procedure should be followed upon returning to school. Accidents involving injury to a pupil or adult require a detailed recording of the incident. Pupil accidents are to be recorded on CPOMS. Adult accidents are to be recorded in the school's accident book, located in the school office.

Visit leaders should be prepared for emergencies and be fully aware of the communication arrangements, should an incident occur. In preparing for an emergency, key telephone numbers should be to hand and access to medical information/consent readily available. Each class has a mobile phone provided by school to take out on visits, which has on it relevant



emergency numbers and contacts. Staff will call the school office to alert the Headteacher or Deputy Headteacher of the current situation.

They can then action any emergency procedures that may be deemed appropriate.

Firstly, deal with the incident, i.e. emergency services, safety/supervision of the remainder of the group, witnesses, and ensure that the Headteacher or emergency contact at school is notified and details of the emergency given.

Visit leaders and school contacts should be aware of the guidance given in 'Managing the Response to Critical Incidents in Schools'.

12. First Aid

Based on the nature of the visit the EVC (or visit leader) should make a professional judgment regarding the level of first aid required.

Qualified first-aiders may not be necessary for all off-site activities and visits. However, a basic level of first aid support should be available at all times. This will require that one or more of the staff leading the activity:

- Has a working knowledge of simple first aid and is competent to use the first aid materials carried with the group;
- Knows how to access, and is able to access, qualified first aid support.
- For children in the Early Years Foundation Stage, there is a statutory requirement that at least one person who has a current paediatric first aid certificate and sufficient understanding and use of English to summon help in an emergency must accompany children on outings.

A first aid kit appropriate to the visit should be carried.

CHARGING AND REMISSIONS FOR EDUCATIONAL VISITS AND EXTRA-CURRICULAR ACTIVITIES

The main objectives followed by Brookfields School are the following:

(a) Charges for educational visits taking place during school hours of pupils with parents receiving Income Support, Working Families Tax Credit, Disability Working Allowance or Income-Based Job Seeker's Allowance will not be made but a voluntary contribution will be asked for.

(b) Brookfields School will seek voluntary contributions, in order to fund activities taking place in school hours for which the costs cannot be met from the school budget, eg entry costs to a Zoo, adventure park etc.

Contributions are voluntary and failure to contribute will not affect the child participating in the planned activity, however if insufficient contributions are made the activity may have to be cancelled.



The contributions which Brookfields School will request are worked out by finding the total cost of the activity and dividing this by the number of children expected to participate. Brookfields School does not profit from the contributions made for these activities.

If a class team decide not to take a pupil out of school for health and safety reasons, and this has been risk assessed and control measures do not reduce the risk sufficiently for the pupil to participate safely, the school will refund the money parents have paid for the activity.

RESIDENTIAL ACTIVITIES

At Brookfields School, children in Year 6 have the opportunity to take part in a residential visit. This activity takes place during term-time and is linked to the curriculum, so we do not make any charge for the education or cost of travel although parents are invited to make a voluntary contribution towards these elements. We do, however, make a charge for board and lodging, insurance and specialist instruction for certain activities. Parents in receipt of state benefits are exempt from payment.

The residential visit enables children to take part in outdoor activities and environmental studies linked to their science work. We undertake this visit only with the permission of the Local Authority and follow the LA Guidance in the organisation of the visit. All specialist activities are undertaken with qualified instructors.

VOLUNTARY HELP

At Brookfields School, we are aware that many educational visits could not take place without the goodwill of volunteer helpers. Volunteers will normally be people well-known to the school as either parents or governors. Volunteers undergo a rigorous vetting process, with an application form to complete and an informal interview being held with the deputy headteacher. Once these have been undertaken a DBS is then applied for. On a satisfactory DBS being supplied the volunteer can then take part in visits.

Volunteers will be told that they have the responsibility to follow the instructions of the visit organiser and that the visit organiser retains overall responsibility.

The school will appoint volunteer helpers as far in advance of the visit as practical and will provide opportunities for those volunteers to meet the pupils, for whom they will have responsibility, learning their names and getting to know them.

The school retains the right to make the final decision as to which volunteers accompany a visit as not all volunteers may be suitable or competent.

The visit organiser is responsible for ensuring that each volunteer knows precisely what their role is and understands that they have a responsibility to carry out that role.

Where children are organised in small groups, a child will not generally be placed in a group for which his/her parent is responsible.

MONITORING AND REVIEW



It is the responsibility of our Academy Councillors to monitor the effectiveness of this policy. They do this by:

- requiring the headteacher to report on an annual basis on the effectiveness of this policy;
- taking into serious consideration any complaints regarding educational visits from parents, staff or pupils;
- Reviewing this policy every three years or sooner if required

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