

Settle CE (VC) Primary School

Policy for Educational Visits, Outdoor Learning and Adventurous Activities

Introduction

This policy sets out the establishment procedures within which all employees must operate. Further details can be gained by referring to the Employer Policy as detailed in Section 2.

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.

Learning beyond 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.

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 a vehicle to develop the capacity to learn. Good quality learning beyond the classroom adds much value to classroom learning.

1. Scope and responsibilities

This policy applies to all educational visits, outdoor learning and adventurous activities carried out with young people. It does not apply to work-experience placements, work related learning or alternative provision.

The Headteacher has appointed an Educational Visits Co-ordinator but has the final approval all visits.. They will have the training and experience to enable them to competently discharge their responsibilities as listed in The Employer Policy.

The Educational Visits Co-ordinator is: [Laura Thompson](#)

Administrative tasks will be carried out by: [Admin staff \(Rachael Aldridge/Jill Elliot\) or class teachers where needed](#)

2. Establishment policy and procedures

The Settle Primary School Policy for Educational Visits, Outdoor Learning and Adventurous Activities (November 2022) is the employer's policy. Specific local procedures will be in line with, but not duplicate this policy.

Where there is conflict with non-statutory guidance or advice from other sources the employer policy will take precedence with clarification sought from the Headteacher, and if required from North Yorkshire Educational Visits Advisory Service.

Consent

Routine acknowledgement: Whilst it is not a legal requirement to gain parental consent for curriculum activities, written acknowledgement will be gained on enrolment for routine local visits and activities which are a part of our normal educational provision during the school day and information regarding the nature of the types of visits will be included [in our policy](#). We will always aim to fully inform parents by [Seesaw or Tapestry or via email](#) of the nature of Settle CE Primary Educational Visits Policy – April 2024

each visit, activity, or series of a similar nature, remind parents that they have acknowledged this, and give opportunity to update information and emergency contact details. On occasions a curriculum opportunity may become available at short notice, and we will always aim to notify parents that their child will be off-site, but this may not be possible.

Non-routine consent: Written consent [which may be electronic via Microsoft Forms or via a paper consent for group activities like sports tournaments, etc](#) will be gained on enrolment for those visits which are non-routine visits and activities and those visits which fall outside of normal hours. We will fully inform parents by [a letter or through Seesaw/Tapestry updates](#) of the nature of each visit, activity, or series of a similar nature.

Specific consent: Written consent [which will be electronic via Microsoft Forms](#) will be gained for every individual visit, activity or series of a similar nature which involve a higher level of risk including but not limited to longer journeys, residential visits, and adventurous activities. We will fully inform parents by [letter or email](#) of the nature of each visit, activity, or series of a similar nature.

Medical information: We will use the medical information on record in our Student Information Management system alongside any updated information which parents will be given the opportunity to provide for most visits and activities. Where visits or activities involve a higher level of risk it may be appropriate for separate medical information and consent forms to be completed, especially on residential visits.

[Staff competence](#)

Records will be kept of induction, training, relevant qualifications and competence using the 'My Details' section of Evolve.

To ensure sustainability of important visits deputy leaders will be appointed in order that contingency plans can be put in place should a visit leader be indisposed.

[EVC Training](#)

The Educational Visits Co-ordinator will attend appropriate training and revalidation as required by the employer. This should be approximately once every three years.

[Visit Leader Training](#)

Visit leaders will be approved by the Headteacher and will have attended appropriate training as required by the employer. We aim to update staff with updates from the EVC as needed (eg. As a refresher, or if we have new staff join) or via the North Yorkshire Educational Visits Team.

3. Planning and approval procedures

Visit leaders should follow the employer policy, establishment policy, guidance, local procedures, and standard assessments of risk.

Risk management is a vital part of planning and assessing benefits and risk associated with visits and activities. Sensible risk management relates to identifying significant hazards and mitigating against risk through appropriate control measures. It is not a paperwork exercise but a dynamic process before and during a visit or activity in order that young people can be kept safe from harm. At [insert name of school] we have identified a Local Learning Area which includes all the places that we visit and the activities that we undertake routinely. Details of our Local Learning Area are contained within the appendix which includes generic risk assessment. Wherever the need arises additional risks and significant findings will be recorded using event specific risk assessment.

External providers: Wherever possible visit leaders will gain credible assurances of health & safety management systems and quality provision through a Learning Outside the Classroom Quality Badge. Alternatively, assurances will be gained through a Provider Statement as detailed in the employer policy

4. Visit Planning and Management System

Evolve is the [North Yorkshire](#) web-based system used at [Settle Primary](#) to facilitate the efficient planning, management, approval, and evaluation of visits. All staff that lead or accompany visits can access their own account which is set up by the Educational Visits Co-ordinator.

The default option is a day visit within the United Kingdom. Visits can be further categorised as follows:

- On-site or local learning area
- Joint visit
- Overseas
- Residential
- Adventurous (provider led)
- Adventurous (self-led)

Visits will be recorded as detailed in the summary table below.

Approval of visits will be made as detailed below. Initial approval in principle will also be gained as required in the employer policy.

Governing Body: The governing body has a strategic role to set the vision and direction of the school and has responsibility for its educational and financial performance. To enable this, it will hold the Headteacher to account by oversight of learning beyond the classroom opportunities to ensure that the educational experiences are of high quality, that best value is obtained, and financial regulations are adhered to.

Adviser: Visits abroad, residential and all adventurous activities regardless of leadership or location. As detailed in guidance.

Headteacher: Visits abroad, all adventurous activities, residential visits, and non-local day visits] plus [Informed via the database of all visits and activities.

Educational Visits Co-ordinator: Local walking visits, bike ability training, local sports fixtures, and local swimming visits

Visit planning approval summary table for [Settle Primary School](#)

	Planning/Recording Process	Risk Management	Final Approval
On-site/Local Learning Area/Local Area Visits	<p>The headteacher is provided advance notice in writing of ALL offsite visits with details as outlined above and this must be signed off.</p> <p>All visits are entered onto Evolve, but can be added on the shorter 'local visits' option.</p>	LLA risk management supplemented by specific documentation where necessary, but risks for local visits are outlined in this policy and so do not require an additional RA	EVC/Head
Day Visit outside Local Learning Area	Recorded on Evolve	School risk manages journey and non-provider led activities using LLA risk management supplemented by specific documentation where necessary	EVC/Head
Overseas	Recorded on Evolve	LLA risk management and supplemented by specific documentation necessary	Adviser
Residential	Recorded on Evolve	LLA risk management and supplemented by specific documentation necessary	Adviser
Adventure, provider led	Recorded on Evolve	<p>Provider risk manages activities</p> <p>School risk manages journey and non-provider led activities using LLA risk management supplemented by specific documentation where necessary</p>	Adviser
Adventure, self-led	Recorded on Evolve	Local Learning Policy/Specific Risk Management	Adviser

5. Incident Management

In the case of an incident during a visit all members of staff will follow the establishment's incident management plan as detailed in the appendix.

6. Monitoring of visits and procedures

Headteacher: The Headteacher will need notification of the intention to undertake any offsite visits at least two weeks in advance of the visit with access to details about the trip including purpose of visit, day and timings, staffing and staff ratios/ risk assessments for high needs pupils submitted a week before the visit. The headteacher is held to account for oversight of learning beyond the classroom so would expect to see this information in advance and reserves the right to not give consent for a visit if he does not receive the information required in a timely manner. The headteacher would expect to see information relating to: Local walking visits, bike ability training, local sports fixtures, and local swimming visits, residential visits and visits abroad, all adventurous activities, and non-local day visits plus be informed via the database of all visits and activities.

Governors: Governors will monitor the implementation of this policy by acting as a critical friend in monitoring the implementation and effectiveness of the policy. [They are encouraged, where possible, to join in with some school visits. Occasionally, they may write a short report on the organization, procedures, quality of activities/locations, value for money and safeguarding management whilst on the visit.](#)

The Educational Visits Co-ordinator: The EVC will ensure that there is a system in place for appropriate monitoring of visits and activities. [This usually involves informal discussions with staff, children and parents post visit as well as an annual review of visits completed utilizing Evolve to run a report. This focuses on breadth of opportunities and curriculum focus, as well as checking appropriate procedures have been followed \(eg RA, ratios, logging on Evolve, etc\)](#)

7. Charges for Off-site Activities and Visits

Charges for educational off-site visits and adventurous activities, including charges for visits and transport, requests for voluntary contributions and remission of charges are made in line with DfE guidance. [Reference should also be made to Settle Primary school charging and remissions policy](#)

8. Inclusion & SEND

We endorse the principles for young people of a presumption of entitlement to participate, accessibility through direct or realistic adaption or modification and integration through participation with peers. We acknowledge that it is unlawful to treat a young person with a protected characteristic less favourably or fail to take reasonable steps to ensure that young people with protected characteristics are not placed at a substantial disadvantage without justification. We also acknowledge that expectations of staff must be reasonable, so that what is required of them (to include a young person) is within their competence and is reasonable. Reference should also be made to [Settle Primary School SEND policy](#)

9. Safeguarding

Safeguarding procedures should be considered as part of the planning process with additional consideration for residential visits. Visit Leadership Teams should:

- As part of planning, liaise with the Designated Safeguarding Lead (DSL) and other staff to identify any relevant safeguarding issues
- Have access during a visit to the DSL (or trained deputy) either directly or through the Base Contact.

Any volunteers who accompany any visit or activity will be vetted and be directly supervised by a member of staff. If they are to have significant unsupervised access to young people, then an enhanced DBS disclosure will be obtained and they will undergo induction and training in their role and responsibilities as detailed in employer and school policies and local procedures. Reference should also be made to [Settle Primary School safeguarding policy](#).

10. Insurance

Insurance Young people participating in visits and activities will have annual travel insurance provided under an annual Schools Journey Insurance policy. Any differences to this will be notified to parents/carers as appropriate before any consent or payment is made. Any differences to this will be notified to parents/carers as appropriate before any consent or payment is made.

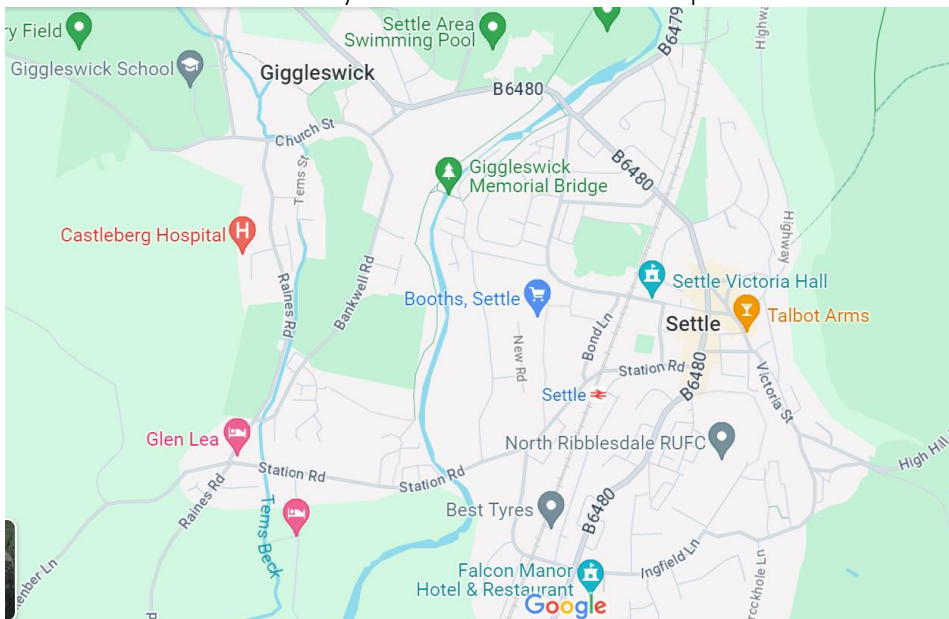
11. Transport

Careful thought must be given to planning transport to support off-site activities and visits. Statistics demonstrate that it is more hazardous to travel to an activity than to engage in it. We mainly use Bibby's for coach travel, a local reliable and cost effective service who are familiar with our regular trips. Further afield we may use the train, utilizing our links with the local station, and other forms of transport if for a specific purpose, eg, the Underground, Ferry boats, etc. The risks and procedures for these are always discussed and practiced with children beforehand and care is taken to ensure we have higher than recommended ratios for adults to children in situations where public transport is used.

Appendix - Local Learning Area

Boundaries

The boundaries of the locality are shown on the below map.



This area includes the following frequently used venues:

- Settle and Giggleswick Park
- Settle Library
- Settle Swimming Pool
- Settle Market Square and shops
- Settle Train Station
- Booths Supermarket
- Settle College
- Giggleswick School (including the Richard Whiteley Theatre)
- Local sports fields
- Roads around school, Settle town centre and Giggleswick as part of Bikeability (leaders for this will also provide their own risk assessments as paid providers)
- Anywhere else within a 1 mile area

We use our Local Learning Area on a regular basis for a variety of learning activities, and visit leaders are allowed to operate in this area by [inputting visits on EVOLVE using the Local Learning Area option](#), provided they follow the below [Operating Procedure](#).

There is an on-site enrichment/Local Learning Area option on Evolve which requires the completion of a greatly reduced question set but allows for all visits to be recorded in a single place which can be very useful when running reports on Evolve.

Operating Procedure for visits to the Local Learning Area (in essence this is just a generic risk assessment for routine activities, meaning no further risk assessments are needed for visits within the locality).

The following are potentially significant issues/hazards within our extended locality:

- Road traffic.
- Other people / members of the public / animals.
- Losing a pupil.
- Uneven surfaces and slips, trips, and falls.
- Weather conditions.
- Activity specific issues when doing environmental fieldwork (water, eg river dipping, nettles, brambles, rubbish, park equipment at heights etc).

These are managed by a combination of the following:

- The [Head, Deputy or EVC](#) must give verbal approval before a group leaves (note: visits further afield will need a approval via the Headteacher's form. [Not strictly necessary if you have clearly identified competent staff, and are confident in your operating procedure, and the fact that staff will follow it.](#)
- Only staff judged competent to supervise groups in this environment are approved. A current list of approved staff is maintained by the EVC and office.
- The concept and Operating Procedure of the 'Local Learning Area' is explained to all new parents when their child joins the school by making reference to this policy, in particular this appendix.
- There will normally be a minimum of two adults. [Decisions should be based on the area and the age / maturity of the pupils - the key determinant will always be 'what would the pupils do if the only adult collapsed?'](#)
- Staff are familiar with the area, including any 'no go areas', and have practiced appropriate group management techniques.
- Pupils have been trained and have practiced standard techniques for road crossings in a group. [This is easy to do with in the playground – with a little practice this can become drilled and slick, as everyone knows what is going to happen. We use consistent vocabulary and regularly talk children through this:](#)
 - *[Wave crossing – children line up along a curb facing the road, one adult either end step into the road to stop traffic and give a 3,2,1,cross' command. Children then all cross together as one large group. There needs to be a large stretch of footpath with good vision for this.](#)
 - *[Crocodile crossing-children walk in a line in pairs. 2 adults either side of road black traffic and children cross in pairs in a continuous line. This takes longer but safer for smaller parts of footpath or limited vision along road.](#)
 - *[Where possible, road crossings and traffic lights will be used.](#)
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group. [This needs a decision and will depend on the area you are in – return to school, wait where they are, go to x and ask for help, etc\).](#)
- All remotely supervised work in the extended learning locality is done in 'buddy' pairs as a minimum.
- Pupils' clothing and footwear is checked for appropriateness prior to leaving school.
- Staff are aware of any relevant pupil medical information and ensure that any required medication is available.
- Staff will ensure the head or deputy knows what class/pupils and staff will be out, a proposed route, and an estimated time of return.
- [A mobile phone will be taken with each group and the office have a note of the staff member's number.](#)
- Appropriate personal protective equipment is taken when needed (eg gloves, goggles)

Specifics relating to our local area:

- [When crossing Duke Street towards the library, everyone must use the traffic lights near the post office in a crocodile crossing.](#)

- When walking to the pool, we walk either through King’s Mill, along the river path and through Settle College, using the underpass (if we have access to the gate) OR past the fire station and do a wave crossing on the straight stretch of road opposite the pool.
- When walking to Giggleswick Private School/Richard Whiteley Theatre, we walk through Giggleswick Park (around the perimeter of the play park) and through the gate opposite Giggleswick Primary School. We cross using a crocodile crossing in front of the school and again to access the School and the theatre.

Very local and ‘ad-hoc’ activities:

Occasionally opportunities arise where we think the activity would be really beneficial to the group or class but short notice is given. Staff are familiar with our local visits procedures and ensure the above procedures are followed, especially on those ‘ad hoc’ opportunities. They still need to check quickly either with the head or the deputy (also the EVC) either verbally or via message to get confirmation that they can go ahead with any last minute opportunities and to ensure the office know they are going off site. We live in a great area with many fantastic features and a supportive community who often support us with learning opportunities that we would hate to miss out on.

Table of Amendments:

This table only summarises significant changes. Typos and date changes are not listed.

Section no.	Page no.	Amendment
Section 4	5	The Final Approval Column for Residential and Provider Led Adventure visits has been amended from Head to Adviser. This change reflects common practice across the UK for the level of approval/checking of these categories.
Appendix	7 and 8	Local Area Visits appendix now added – this reflects the option that schools can now record visits on Evolve as taking place in the Local Learning Area, n.b. this module is activated on a school-by-school basis.
Appendix	9	The Headteacher Off-site Visit Consent Form: <i>It is the duty of the class teacher/group leader of an intended Offsite Visit to notify the Headteacher at least two weeks in advance of a visit through the completion of this document. This document will need to be signed by the headteacher to obtain consent.</i>

**The form on the next page provides:
Advance Offsite Notification for the Headteacher.**



The Headteacher Off-site Visit Consent Form



It is the duty of the class teacher/group leader of an intended Offsite Visit to notify the Headteacher at least two weeks in advance of a visit through the completion of this document. This document will need to be signed by the headteacher to obtain consent.

Class:

Purpose of visit:

Group Leader/ Teacher in Charge:

Proposed Day and Timing of the visit: (when do you leave school/return?)

Proposed staffing for the visit: (please include the names of staff/ parent/volunteer helpers)

Number of children taking part:

Staff to Pupil ratios:

Special Considerations: (Include risk assessments and arrangements for high needs/SEN pupils, Pupils with Medical Needs)

Cost of the visit (Please outline below if this trip is free or whether there is a charge. If there is a charge, please attach the Bursars financial cost breakdown sheet)

Date of Consent

Signed **Headteacher**