



INSPIRE NURTURE BELIEVE ACHIEVE

Working together to be the best that we can be.

Educational Visits, Outdoor Learning and Adventurous Activities Policy

NYCC Educational Visits Advisory Service
Model School Policy August 2020

Policy Adopted: September 2021
Date for review: September 2022

Introduction

This policy sets out the establishment procedures within which all employees of the **Goldsborough Sicklinghall Federation** 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 rather 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. 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: **Catherine Richards (AHT)**

Administrative tasks will be carried out by: **Class teachers / School Administrators**

2. Establishment policy and procedures

The **Goldsborough Sicklinghall Federation** Policy for Educational Visits, Outdoor Learning and Adventurous Activities (August 2020) 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 visit will be included **with the acknowledgment request**. We will always aim to fully inform parents by **letter, at least two weeks prior to the intended visit**, of the nature of 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 offsite but this may not be possible.

Non-routine consent: Written consent, which may be electronic via Scholarpack, 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 in writing of the nature of each visit, activity or series of a similar nature, at least two weeks prior to the visit taking place.

Specific consent: Written consent, which may be electronic via Scholarpack, 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 in writing 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.

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.

Visit Leader Training

Visit leaders will be approved by the Headteacher and will have attended appropriate training as required by the employer.

3. Planning and approval procedures

Visit leaders should follow the **Goldsborough Sicklinghall Federation** policy, guidance, local procedures and standard assessments of risk.

When planning a visit, we always begin with the following:



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 **Goldsborough Sicklinghall Federation** 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 (Appendix 1) which includes generic risk assessment. Wherever the need arises additional risks and significant findings will be recorded using event specific risk assessment. **This will be required for every visit as each visit will have a specific set of learning outcomes and staffing/activities/resources will differ.**

External providers: Wherever possible, visit leaders will gain credible assurances of health & safety management systems and quality provision through an AALA license and (if possible) 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 **Goldsborough Sicklinghall Federation**'s web-based system used 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 principal 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 and all self-led adventurous activities regardless of location. (As detailed in guidance).

Headteacher:

Visits abroad, all adventurous activities, residential visits and non-local day visits.

Educational Visits Co-ordinator:

Local walking visits, bike ability training, local sports fixtures and local swimming visits

Visit planning approval summary table for **Goldsborough Sicklinghall Federation**:

Visit Type	Planning/Recording Process	Risk Management	Final Approval
On-site/Local Learning Area	Recorded on EVOLVE (Local Learning Area tab)	LLA risk management supplemented by specific documentation where necessary	EVC/Head – 48 Hours Click Local Learning Area Option on Evolve for 5 questions
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 2 Weeks Minimum

Overseas	Recorded on Evolve	LLA risk management and supplemented by specific documentation necessary	Adviser 1 Year
Residential	Recorded on Evolve	LLA risk management and supplemented by specific documentation necessary	Head Submit fully 8 Weeks Prior to Residential Start Evolve at the time of Quotes / Bookings / Coach Bookings etc.
Adventure, provider led	Recorded on Evolve	Provider risk manages activities School risk manages journey and non-provider led activities using LLA risk management supplemented by specific documentation where necessary	Head 2 Weeks Minimum
Adventure, self-led	Recorded on Evolve	Local Learning Policy/Specific Risk Management	Adviser 8 weeks

5. Incident Management

In the case of an incident during a visit all members of staff will follow the Goldsborough Sicklinghall Federation's incident management plan as detailed in Appendix 2 – Emergency Action Plan / Incident Management

6. Monitoring of visits and procedures

Governors will monitor the implementation of this policy by acting as a critical friend in monitoring the implementation and effectiveness of the policy.

The Educational Visits Co-ordinator will ensure that there is a system in place for appropriate monitoring of visits and activities. **All visit leaders must complete the evaluation section of the EVOLVE form within 7 days of return from the visit.**

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 **Goldsborough Sicklinghall Federation's** 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 **Goldsborough Sicklinghall Federation's** 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 **Goldsborough Sicklinghall Federation's** Safeguarding policy.

10. 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. **Additional insurance cover will continue to be acquired prior to each visit in order to cover any COVID related issues.**

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 and staff must follow any specialist guidance provided by your employer. **Reputable local companies (listed on EVOLVE) must be used to provide transport.**

12. Ratios

A useful framework for assessing requirements for ratios and effective supervision is S.A.G.E.

- **S**taffing: who is needed/available? The plan must work within the limits of available numbers, abilities and experience.
- **A**ctivities: to be undertaken: what do you want the group to do and what is possible?
- **G**roup: characteristics: prior experience, abilities, behaviour and maturity, sex, any specific individual needs.
- **E**nvironment: indoors or out; a public space or restricted access; urban, rural or remote; quiet or crowded; within the establishment grounds, close to the establishment or at a distance; and the ease of communications between the group and base. Do not overlook environments to be passed through between venues. For residential visits consider the accommodation and surrounding area. For outdoor environments, consider remoteness, the impact of weather, water levels and ground conditions. Consider the implications of current guidance about avoiding infection during an epidemic.

For further Guidance on ratios, please see Appendix 3

13. Visits to places of worship

The **Goldsborough Sicklinghall Federation** encourage regular visits to places of worship of all faiths. A visit to a place of worship, such as a church, mosque, gurdwara, synagogue or temple offers a multi-sensory experience for children and young people, that is very difficult to achieve within the classroom. Through touch, smell, appearance and sound, the emotional response engendered through such a visit will stay with children and young people for a long time. Visits to places of worship are an invaluable learning opportunity, but it is important to get it right, to ensure the experience is a positive one for all involved.

For further guidance on visits to places of worship, please see North Yorkshire SACRE – Guidance on visits to places of worship – EVOLVE – Establishment docs

14. Visitors to school

When booking visitors to school, staff must ensure that they are aware they need to bring their Organisation / Company identification with them. All visitors to school must be accompanied by a member of school staff at all times. Visitors must also be given a red lanyard and sign in on arrival.

Appendix 1 - Local Learning Area

Where schools are using their own local learning area, an EVOLVE LLA form must be completed, and parents notified (Scholarpack message) at least 48 hours prior to the visit.

Where local learning areas are used by the federated school, parent consent must be sought at least two prior to departure. E.g. Sicklinghall visiting Goldsborough's Local Learning Area or visa versa.

Our local learning areas include: This area includes the following frequently used venues:

Goldsborough	Sicklinghall
<ul style="list-style-type: none">- Cricket ground- Allotment- Goldsborough Hall- Park- St. Mary the Virgin Church – Goldsborough- General village walks	<ul style="list-style-type: none">- Village Hall- Sicklinghall Memorial- St. Peter's Church – Sicklinghall- Post Box- General Village Walks

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.**

Operating Procedure for visits to the Local Learning Area (in essence this is just a generic risk assessment for routine activities).

1. Check school diary and inform SLT/EVC of proposed visit
2. Identify appropriate staffing and complete the Risk Assessment for the proposed visit*
3. Record visit on EVOLVE at least 48 hours prior to visit date
4. Send out notice to parents and remind them of their prior consent at least 48 hours prior to the visit date

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

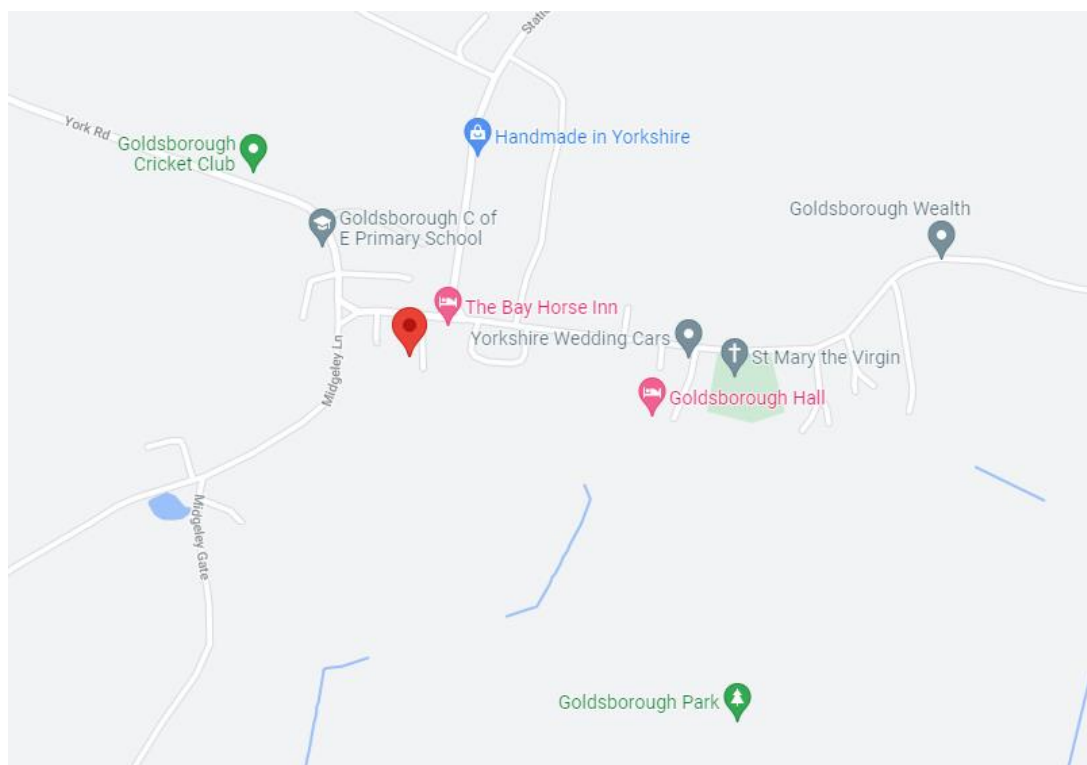
- Road traffic.
- Other people / members of the public / animals.
- Losing a pupil.
- Uneven surfaces and slips, trips, and falls.
- Weather conditions.
- Activity specific issues when doing environmental fieldwork (nettles, brambles, rubbish, etc).

These are managed by a combination of the following:

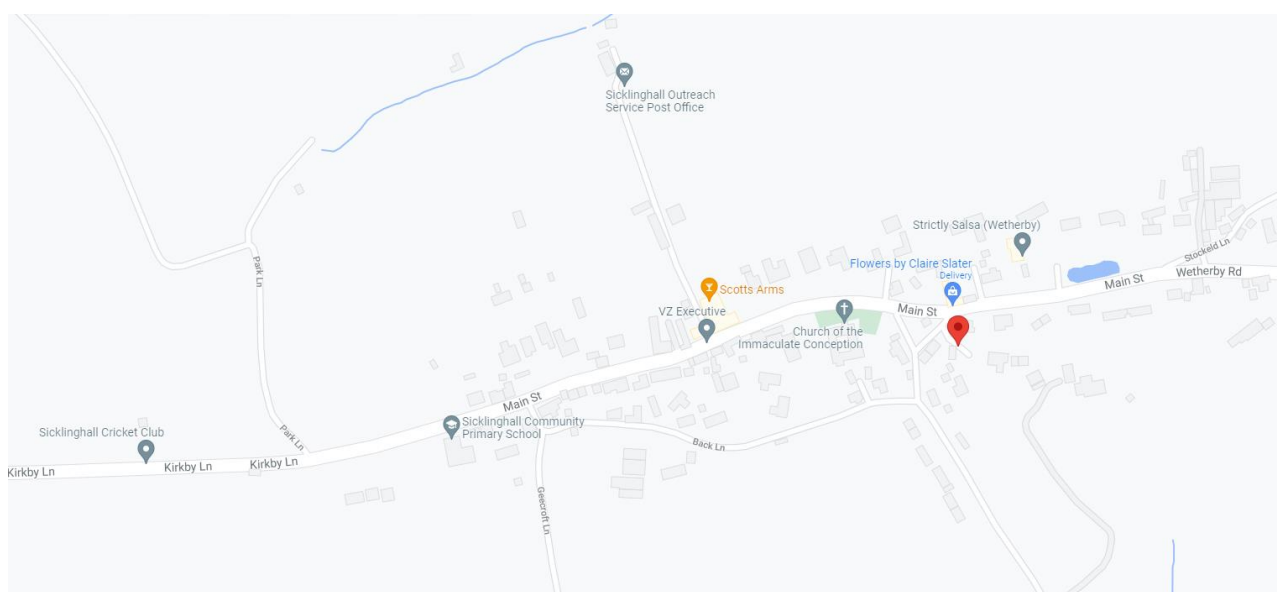
- The Head, or EVC **must give verbal approval before a group departs.**
- Only staff judged competent to supervise groups in this environment are approved. A current list of approved staff is maintained by the EVC and office.
- The concept and Operating Procedure of the 'Local Learning Area' is explained to all new parents when their child joins the school.
- **There will be a minimum of two adults for the visit to go ahead.**
- 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. (For younger year groups, this can be practised on the playground prior to departure.
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group.
- 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. Only staff who are trained in administering specific medication to specific children should accompany them on visits.**
- **Staff will deposit in the office a list of all pupils and staff, a proposed route, and an estimated time of return.**
- Mobile numbers of adults on the visit will be shared with the accompanying adults and the office prior to departure.
- Appropriate personal protective equipment is taken when needed (eg gloves, goggles)
- Goldsborough / Sicklinghall Specific Hazards

Goldsborough	Sicklinghall
<ul style="list-style-type: none"> - Crossing the road - Cricket pitch – mowing the lawn - Cricket pitch – covers and screens (ensure children are aware of the location of these) - Check for litter on the cricket pitch (particularly after the weekend) 	<ul style="list-style-type: none"> - Busy road – take great care when crossing - Ponds – ensure children are aware of the location of these and that staffing is sufficient when visiting nearby areas.

Goldsborough Local Area



Sicklinghall Local Area



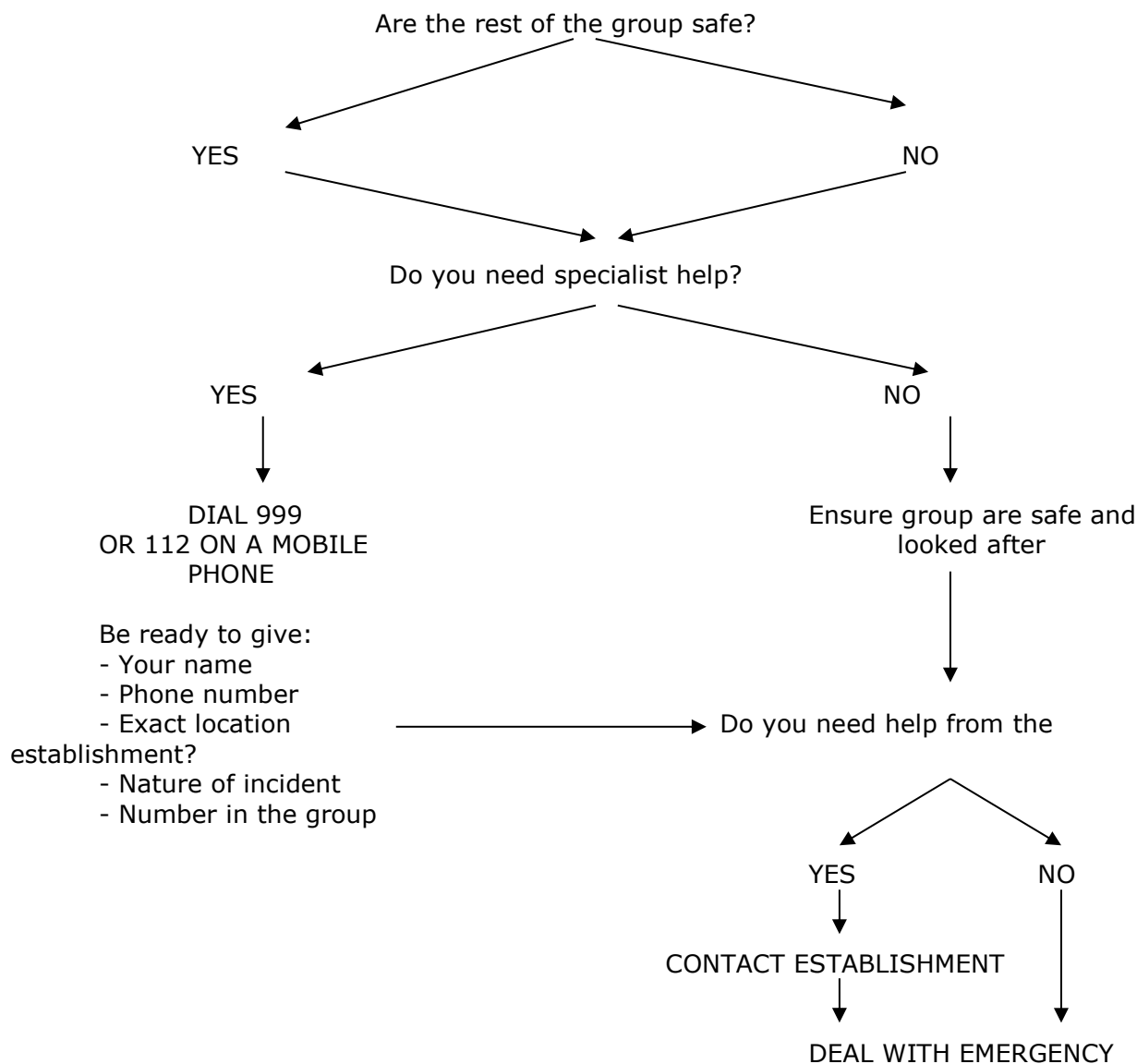
Appendix 2 – Emergency Action Plan

GOLDSBOROUGH SICKLINGHALL FEDERATION

Emergency Action Plan

STOP! THINK! ACT! KEEP CALM – Let the group know that you are in control.

Establish the nature and extent of the emergency:



- Administer first aid
- Ensure that a member of staff accompanies any casualty to hospital and that the rest of the group are supervised at all times and kept together.
- Identify who the nominated establishment contact is – this should be **Mrs Zoe Ellis**, but in his absence it will be another member of the SLT.
- Write down as many relevant facts as possible, witness details, preserve vital evidence.
- Keep written accounts of all events, times and contacts after the incident.
- Do not let any one in the group talk to the media, do not give any names. Refer all media communication to **Mrs Zoe Ellis**, the Establishment Head.
- No one in the group is to discuss legal liability with other parties.
- Complete an accident report form as soon as possible.



National
Guidance
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Ratios and Effective Supervision

Establishments must ensure that the staffing of visits enables leaders to supervise young people effectively. Decisions about the staffing and supervision should take account of:

- The nature and duration of the visit and the planned activities;
- The location and environment in which the activity is to take place;
- The nature of the group, including the number of young people and their age, level of development, sex, ability and needs (behavioural, medical, emotional and educational);
- Staff competence;
- The consequence of a member of staff being indisposed, particularly where they will be the sole leader with a group for any significant time.

When planning a repeat visit or a series of activities, it is important to review the previous plan (no matter how well it worked in the past) to ensure that it meets current group needs and any other changes (e.g., time of year).

Staffing ratios are a risk management issue and should be determined through the process of risk assessment. It is not possible to set down definitive staff/participant ratios for a particular age group or activity.

Some employers, guidance documents and governing bodies do set out minimum ratios, but these should be regarded as starting points for consideration rather than being definitive, as they may be appropriate only where the activity is relatively straightforward, and the group has no special requirements.

If your employer does specify minimum ratios, you must follow their guidance.

The Early Years Foundation Stage (EYFS) Statutory Framework sets out legal minimum ratios for all providers working with children aged up to five. The appropriate ratio during an outing is always likely to be higher than the legal minimum: as with other age groups, this should be determined by risk assessment, which should be reviewed before each outing. It is not unusual for a ratio of 1:1 to be necessary.

In some cases, there may be only one leader on a visit, or on a particular activity during a visit. If this is the case, young people (or any adult helpers) should be competent to manage in the event of the leader being taken ill or injured and should, as a minimum, know what to do to contact the establishment and get support.

Staffing, especially for visits to remote locations or overseas, should take into account how the group will be supervised effectively given the possibility of a leader becoming indisposed or having to leave the group, for example to accompany a sick child to hospital.

During some activities, staff inexperienced in that activity may need to be counted as participants rather than leaders when considering ratios.

There is no absolute requirement for children to be accompanied by staff of the same sex, even on residentials, but if this is not to be the case then there should be a sound plan to manage the potential issues involved, including the needs for privacy, safeguarding and pastoral support. See OEAP National Guidance document [6g "FAQ – Staff Supervising Mixed-Sex Groups"](#).

If a leader or helper is the parent of a young person taking part in a visit, there is the potential for them to be distracted by the needs of their own child when their responsibility extends to all or some of the group. This could compromise group management, particularly if there is a serious incident. The potential to be distracted can be avoided if a parent is not allocated a leadership role with direct responsibility for their own child. Sometimes this may not be possible (e.g., when a class teacher has their own child in their class). In this case consideration should be given to other ways to manage the risk, for example by ensuring that other leaders are available.

A useful framework for assessing requirements for ratios and effective supervision is **SAGE**. See OEAP National Guidance document [1b "Foundations"](#):

- **S**taffing: who is needed/available? The plan must work within the limits of available numbers, abilities and experience.
- **A**ctivities to be undertaken: what do you want the group to do and what is possible?
- **G**roup characteristics: prior experience, abilities, behaviour and maturity, sex, any specific individual needs.
- **E**nvironment: indoors or out; a public space or restricted access; urban, rural or remote; quiet or crowded; within the establishment grounds, close to the establishment or at a distance; and the ease of communications between the group and base. Do not overlook environments to be passed through between venues. For residential visits consider the accommodation and surrounding area. For outdoor environments, consider remoteness, the impact of weather, water levels and ground conditions. Consider the implications of current guidance about avoiding infection during an epidemic.

You can find further guidance in the OEAP National Guidance documents:

- [3.2d "Approval of Leaders"](#);
- [4.1a "Avoiding Accidents and Emergencies"](#);
- [4.2a "Group Management and Supervision"](#);
- [4.4b "First Aid"](#);
- [4.4i "Special Educational Needs and Disabilities"](#);
- [4.4k "Coronavirus"](#).

