EDUCATIONAL VISITS AND LEARNING OUTSIDE THE CLASSROOM (LOtC) POLICY

(Applies to the whole school including the Early Years Foundation Stage)

Mission Statement

At The Granville we encourage children to develop into caring, self-reliant and well-educated children who have the confidence to face future challenges. This is achieved by high-quality teaching, rich experiences and pastoral care. We aim to develop and realise a child's full potential through attention to individual needs and an emphasis on children discovering that learning is fun. We demonstrate regard to DfE Guidance Health and Safety Advice on Legal Duties and Powers for Local Authorities, Head Teachers, Staff and Governing Bodies

When children leave The Granville, we aim that they should have had a unique experience of education which will include various educational visits off site as well as learning outside the classroom (LOtC) at school. These are embedded within the curriculum provision and are, therefore, regarded as an important part of the curriculum as they enable children to:

- Provide memorable, engaging and enjoyable experiences that inspire, motivate and enthuse pupils.
- Develop latent talents, interests and abilities that are motivational and of lifelong relevance.
- Enable pupils to apply a wider range of skills than those typically used in the classroom.
- Complement, enrich and support the curriculum through meaningful, real-world experiences.
- Promote confidence and self-esteem by encouraging pupils to take responsibility and engage with appropriate challenge.
- Develop greater independence and practical skills for daily living.
- Support strong progress by increasing levels of challenge, encouraging pupils to step outside their comfort zones within a framework of managed risk.
- Assess and manage risk effectively to ensure safe, purposeful and well-structured experiences.
- Respond to and support a range of learning styles and individual needs.
- Promote social inclusion, self-awareness and awareness of others through engagement with the wider community.
- Encourage a deeper understanding of the world around them and pupils' place within it.

Aims of Educational Visits and LOtC

- To develop visits and LOtC as an entitlement for all pupils;
- To ensure enriching, high quality curriculum provision through visits and LOtC experiences that facilitates the pupils' holistic progress;
- To deliver a wide range of progressive and frequent visits and LOtC activities for all pupils;
- To design the curriculum so that it embeds progressive experiences for all pupils;
- To improve the effectiveness of learning outside the classroom through better planning and evaluation of outcomes for all pupils.

Objectives

This policy offers guidelines to staff when organising external visits and LOtC to ensure the safety of our children. This includes specific procedures and risk assessments which will be conducted for all visits/experiences. These should ensure that:

- Visits and LOtC are well planned and significant risks are identified and managed;
- There are contingency plans in place for changes in circumstances during a visit that are reasonably foreseeable;

- Those in charge of visits/LOtC have the necessary competence to manage situations appropriately;
- The requirements of the Early Years Foundation Stages (EYFS) Checklist and Monitoring Reference for Inspectors are met if EYFS pupils participate in the visit.

Frequency of Visits/LOtC

- In the Early Years and KS1, trips and visits should occur when they are suitable for the age range and their curriculum. This may be a maximum of one per year.
- In Years 3 - 6 termly trips and visits are usually made. There is also the opportunity to go on short residential visits.
- For all ages, however, LOtC events such as themed days, workshops, visitors into school take place regularly throughout the year with several taking place each term. Some are for a specific year group, others are for several year groups or the whole school.

Pre-Visits/LOtC

In the first instance this should be discussed with and agreed by the EVC (the Educational Visits Co-ordinator) who is Jane Sladdin (Head of Middle School). Once this has been agreed, the member of staff instigating the visit/LOtC is responsible for booking the venue and transport with the help of the school secretary. All trips/LOtC must be relevant and appropriate to the age group and the subjects studied in the classroom.

It is essential that pre-visits take place in order to undertake a full and comprehensive risk assessment. If the venue is used regularly, risks should be assessed from time to time.

When undertaking risk assessments, the following variables must be taken into consideration:

- The number, age, sex, ability and general behaviour of the children involved;
- Any previous experience of off-site visits;
- The timing of the visit;
- Seasonal weather variants;
- Travel arrangements;
- Potential hazards at the venue;
- The number of staff required and their experience;
- The nature of the activities;
- Emergency procedures;
- The needs of the children with either learning difficulties or medical needs;
- Coping with uncooperative children;
- The essential needs of monitoring risks throughout the visit.

Visits/LOtC Planning

Each visit will have its own risk assessment. When a visit is repeated, a review of the risk assessment must take place.
The teacher in charge will endeavour to fix visit dates well in advance.

Visits/LOtC where the following are applicable should ideally be organised a term in advance:

- Involves additional cost for parents;
- Needs to be booked in advance;
- Needs transport to be arranged;
- Details need to be sent out to parents to indicate the cost (usually via the school office);
- Consult the office about any special and medical needs of pupils, obtaining specialist advice where necessary;
- Inform the school office where tickets and transport need to be arranged;
- Ask the bursar to conduct DBS checks and references for any volunteers that are to be on the visit.

One month in advance:

- Parental consent forms should be sent out with a specified return date if the trip is not covered by the trip consent in SchoolBase;
- Costs are added to each child's bill;
- Book the travelling first aid kit from the office;
- Book a mobile phone from the office;
- Finalise all bookings;
- Finalise the risk assessment and get it approved by the EVC;
- Advise parents of the need for special clothing, sun cream, hats, waterproof clothing, wellington boots etc.

Two weeks in advance:

- chase any remaining consent forms from parents, reminding them that their child cannot participate if it is not received within 3 days of intended departure;
- meet with other staff and volunteers taking part in the visit to discuss responsibilities, risk assessment and emergency arrangements;
- prepare a pack for the accompanying staff, EVC, and other relevant parties, which will consist of:
  - The itinerary, with all addresses of locations during the trip, phone numbers etc;
  - Name of the teacher in charge;
  - The school mobile numbers on which staff can be contacted;
  - A list of pupils and any medical conditions;
  - Copies of travel documents;
  - Emergency contact numbers for the EVC, designated member of staff on-call;
  - Copy of the trip risk assessment;
  - Location of nearest hospital;
  - Bottled water if necessary.

Day prior to departure / day of departure:

- Remind the children of the purpose of the trip and expected standards of behaviour;
- Give information packs out;
- Collect the travelling first aid kit and check contents;
- Collect school mobile phone;
- Collect school visit wrist bands;
- Collect bottled water;
- Ensure you have a copy of the risk assessment with you.

During the visit:

Primary responsibility lies with the teacher in charge, who can amend arrangements or cancel the visit if appropriate. They may delegate tasks if necessary, including:

- Carrying out and recording of head counts of children, leaving school, getting on / off transport, entering or leaving a location etc;
- Checking that pupils wear seat belts;
- Enforcing expected standards of behaviour;
- Keeping account of expenditure;
- Recording accidents and near misses;
- Checking pupil ratio.

LOtC within the school grounds

For LOtC that takes place at school, many of the above arrangements need to be considered and put in place including purpose, frequency, pre-visits, planning and risk assessments.

Risk Assessments

These should be conducted for every visit/LOtC with safety being the prime consideration. Every risk assessment must be handed to the EVC as soon as possible.

Health and Safety at Work Regulations require employers to assess the risks of activities, introduce measures to control those risks and tell their employees about these measures. Risk assessments provide the fundamental intelligence on the hazards, risks and precautions for conducting an activity. Most trips will have generic assessments that will be added to, to include the site-specific issues and the dynamic issues of the time.

There are three types of Risk Assessment:

- Generic risk assessment – the risks inherent in the activity;
- Site-specific risk assessment – the risks associated with the site including accommodating visitors if the event takes place at school;
- Dynamic risk assessment – the risks at the time.

When completing a risk assessment, you should regard the risk assessment as a routine procedure in your planning of a trip both in and out of school.

A risk assessment has three objectives:

- Potential safety problems are identified and understood;
- Checking that existing control measures (i.e. the school's standard procedures) are adequate;
- If they are not, identify what additional measures would reduce the risks.

The degree of detail and complexity in a risk assessment will depend on the nature of the group/venue/activity. The information and procedures laid out in this policy and the appendix should be regarded as the school's standard "control measures." For many trips, following these will be sufficient to ensure a well-planned and safe trip. For more complex trips, residential trips, and any involving potentially hazardous activities, a risk assessment must show that the broader risks have been understood and measures have been implemented to reduce them. Risk assessments will include adult to child ratios.

Risk assessment is an on-going business and should continue throughout the trip as the group leader and staff respond to situations and incidents during the course of the visit.

Risk Assessment Forms

Risk Assessment Forms are in the All-Staff Granville OneDrive, in Admin, under Health and Safety.

Consent and Permission Slips

Parents are asked to give consent for all of the normal outings which take place on SchoolBase. This excludes residential trips. Any child who does not have consent will be unable to go on the visit. Parents have the option of giving consent for each trip. These forms are generated from the office.
Residential: separate permission slips must be sent out and returned at the appropriate time.

Information for planned visits/LOtC

The school's calendar on SchoolBase lists visits that are due to take place over the coming term. Parents are further informed about the trip by letter or email in good time. The correspondence will give information about the visit if appropriate, and its cost, and the items that will be required**.**

Procedures for planning visit/LOtC

- Transport is booked through the secretary using the same coach company;
- Pupil health records should be consulted on SchoolBase and any medical issues noted;
- Letters giving parents the details of the visit should be sent out in good time. The letter should include accurate details, time, place, duration, cost, and anything the child needs to bring;
- Teachers must ensure that their lessons and duties are covered and that work is set;
- Dates must be put in the school calendar and on logistics to enable peripatetic staff to access the information;
- The kitchen should be informed.

Preparing Pupils

Providing information and guidance to pupils is an important part of preparing for a school visit. Pupils should have a clear understanding about what is expected of them and what the visit will entail. Pupils must understand what standard of behaviour is expected and why rules must be followed. Lack of control and discipline can be a major contributory factor when accidents occur. Pupils should also be told about any potential dangers and how they should act to ensure their own and other's safety. Pupils should be involved in planning, implementing, and evaluating their own curricular work. They should have opportunities to take different roles within an activity; this could include considering any health and safety issues.

Pupils with special educational and medical needs

The Headmistress will not exclude pupils with special educational or medical needs from school visits. Every effort will be made to support them whilst maintaining the safety of everyone on the visit. Special attention

will be given to appropriate supervision ratios and additional safety measures may need to be addressed at the planning stage.

Group Leader

The group leader should be competent to monitor the risks throughout the visit. Nobody should lead adventure activities unless they have been assessed as competent, understand the full range of hazards and risks and can implement rescue and emergency procedures.

Leaders must be competent in dynamic risk assessment for the activity, so that they can continuously evaluate the implications of changing conditions. Dynamic risk assessments will need to take account of any generic and site-specific risk assessments and good practice. It is essential that prospective leaders are familiar with all relevant guidelines and seek expert advice if necessary.

Leaders should make sure that they have sufficient "local knowledge" to include awareness of railway lines, rivers etc. It is extremely important to have the best available information to support generic, site specific and dynamic risk assessment.

Leaders must ensure that risk assessments should be fit for the purpose. The most important thing is to identify the right precautions to control the risks. Pupils should be involved in some practical risk assessment and decision-making to help them become "risk aware".

Leaders should ensure staffing is not only decided by a simple numeric calculation of the ratio of children to adults, but by taking account of matters identified in the risk assessment.

Leaders using Outdoor Education Centres (OECs) or external activity providers should clarify roles and liaise with the external provider or OEC to ensure that appropriate risk assessments are conducted for all aspects of the visit. Leaders need an alternative plan to use if necessary. The leader should also check that the external provider has LOtC Quality Badge. Where they do not, the school will check the external providers:

- Insurance;
- That they meet legal requirements;
- Their health and safety emergency policies;
- The risk assessments and control measures;
- Their use of vehicles;
- Staff competence;
- Safeguarding;
- Accommodation;
- Any subcontracting arrangements they have;
- That they have a licence where needed.

When planning a trip that involves caving, climbing, trekking, skiing or water sports, the leader must check that the provider holds a licence as required by the Adventure Activities Licencing regulations 2004.

A deputy leader should be appointed.

Ratios

Staff:Pupil ratios recommend by the DfE for offsite activities are 1:8 although a lower ratio is often adopted. Ratios must be adhered to at all times. At the Granville we work on the following ratios:

Staff/Children ratio

Year	Staff	Children
Pre-School	1	2/3
Rec	1	4/5
1-3	1	6
4-6	1	10-15

Ratios can vary according to the activity and venue. For residential trips, see 'Trips Abroad' section. There must always at least one teacher present, and one will be designated the Teacher in Charge. Teaching Assistants will normally be present and sometimes so will parents (see below).

Accompanying Adults

- At least one accompanying adult should hold a valid first aid qualification. For Early Years they must have a paediatric first aid qualification;
- Adult helpers will attend a briefing with the Visit Leader before the visit when they sign the Risk Assessment and be given a written list of the children in their group. Any helper must be informed of the safety procedures in place. They should have a group list, containing details of any medical issues. They should be prepared to help with head counts;
- Those helpers who are not DBS checked will not be alone with children and must be guided by school staff at all times. They may not take children to the toilet.

Procedures during the visit

- Children must be given wrist bands giving school details and the number of the school mobile;
- The Group Leader must carry a mobile at all times;
- Any medication required by the children should be carried by the trained first aider;
- If travelling by coach sick bags should be taken;
- All adults must have a list of everyone involved in the visit, to include any medical needs;
- If the group is split each adult should have a list of their group and always be in charge of the same children'

- Headcounts must be taken regularly;
- The Group Leader should identify rendezvous points and explain to the children what they should do if they become separated from the group. Where possible, officials should be pointed out at the beginning of the visit;
- In the event of an accident an ambulance must be called before the school number;
- All belongings must be checked when leaving venues and any transport used;
- Throughout any visit children are expected to behave sensibly and be polite;
- Receipts must be obtained for any purchases which require reimbursement.

Insurance

- The school has Employers Liability Insurance of £10,000,000 and Public Liability Insurance of £25,000,000;
- Travel involving staff using their own cars is discouraged. Where this is permitted, however, cover is provided through the schools "occasional business use" motor policy. EYFS children can only be transported in private cars that are fitted with special child seats;
- The Group Leader, with advice from the Bursar, is responsible for ensuring that insurance arrangements are adequate for the trip;
- The Granville Insurance Policy is sufficient for day trips judged to be of reasonable risk by the Group Leader. The provider may offer specific insurance for adventurous activities; the Group Leader is to seek advice from the Bursar;
- For trips abroad, the Group Leader is to arrange suitable insurance, with advice from the Bursar;
- The costs of additional insurance are to be incorporated into that for the trip.

Guidelines for different modes of transport:

Walking

- Children should walk in pairs with an adult at the front and back;
- They should always walk on the inside of the pavement in an orderly and controlled manner, only talking to their partner;
- The pace should be slow enough for the children to keep in a group;
- They should be reminded to be aware of the needs of other people using the pavement;
- When ***crossing a road*** everyone should stop and wait for the group to catch up, even if the road is clear. The children should be silent. Adults must supervise the crossing by standing in the road and, if necessary, stop the traffic. After crossing the front pair should wait for the rest of the group to catch up and for the leading teacher.

Coach/Minibus

- ***Seat belts must be worn throughout the journey;***
- Children should be seated throughout the journey;
- They should behave properly so as not to distract the driver;
- On longer journeys children who are liable to be sick must bring any necessary pills and a written letter from their parent;

- We adhere to the **Minibus Safety: A Code of Practice August 2015** which can be found at www.rospa.com and the DfE *Guidance of the requirements for driving minibuses.*

Guidelines for different venues:

Swimming Pools

All pools should have:

- A sufficient number of qualified staff should be in attendance at all times. Where a lifeguard is not in attendance the Group Leader must have the relevant lifesaving award;
- Clean water which is at an appropriate temperature;
- Clear signage to reinforce safety features and the behaviour expected;
- A resuscitator, first aid and rescue equipment easily available for use by a trained person;
- Appropriate changing facilities which are clean and hygienic with safe storage for belongings;
- Suitable facilities for the disabled.

Farm Visits

If **farm visits** do take place, the risk of infection can be minimised by basic hygiene precautions.

Group leaders should check the provision at the farm to ensure:

- Eating areas are separate from those where there is any contact with animals;
- There are adequate clean and well-maintained washing facilities;
- There is clear information for visitors on the risks and precautions to take;
- There is adequately trained adult supervision wherever children can come into contact with animals and need to wash their hands;
- All children wash their hands thoroughly immediately after touching animals and before any eating or drinking;
- Shoes are cleaned and then hands are washed on leaving the farm.

Never let pupils:

- Place their faces against the animals;
- Put their hands in their own mouths after touching or feeding the animals;
- Eat or drink while going round the farm;
- Eat or drink until they have washed their hands;
- Sample any animal feed;
- Drink from farm taps (other than in designated public drinking facilities;
- Touch animal droppings (if they do then wash and dry hands);
- Ride on tractors or other machines**;**
- Play in the farm area or in other areas that are out of bounds such as grain storage tanks, slurry pits, etc.

Residential Trips

- Appropriate staff ratios must be maintained throughout any residential visit;
- A floor plan should be obtained in advance to ensure that the children and teachers have adjoining rooms. Where possible rooms should not be on the ground floor;
- Security should be enforced 24 hours per day;
- Locks on doors should work in group rooms, but the staff must have access at all times;
- Children should never be in the sole care of adults who have not had a recent DBS;
- Everyone should be made aware of the layout of the accommodation, its fire precautions/exits, its regulations and routines, and key personnel;
- The fire alarm must be audible throughout the accommodation;
- A fire drill should take place as soon as possible after arrival;
- There should be appropriate safe heating, ventilation and lighting;
- Balconies are out of bounds;
- There should be adequate storage space;
- Adequate provision should be available for children who fall sick or have special needs;
- Recreational facilities should be close by.

Trips Abroad

- There is to be one teacher or other adult supervisor approved by the Head for every 10 pupils, unless following Risk Assessment the Group Leader determines that more supervisors are needed;
- Accommodation on overseas trips is to be in hotels or similar; host families should not be used;
- The Group Leader is to obtain information on any diseases or other health risks in the area in which travelling and any preventive actions necessary;
- It is advisable to have a teacher/contact at home with a valid passport, who can go to the area being visited to provide support to the group in the event of an emergency;
- If a group passport is not being used, the Group Leader must make sure that all pupils have an in-date passport. This must be valid for 6 months after return if travelling outside the EU and for some countries within the EU;
- Group Leaders must know the location of the nearest British Consulate.

Emergency Procedures

Teachers in charge have a duty of care to ensure that their children are safe and healthy. They also have a common law duty to act as a reasonably prudent parent would. In extreme emergencies they should not hesitate in taking lifesaving actions. Staff in charge of pupils act "in loco parentis". This means that they "have a duty under common law to take care of pupils in the same way that a prudent parent would do". The School as employer of the staff will support them in the unlikely event of an accident occurring, provided they have exercised reasonable care and followed school guidelines.

If a pupil has a minor accident or becomes ill, the teacher in charge, or another member of staff, will phone the parents' emergency contact number or contact the school office and arrange for the child to be collected. If contact cannot be made, the child will be taken to the local hospital or if a minor event, to the school office. A member of staff will remain with the child until a parent or carer arrives.

In the event of a serious accident resulting in the death or injury of one or more of the pupils and staff, the first priority for the Teacher in charge is to summon the emergency services and to arrange for medical attention for the injured party. One of the accompanying members of staff should accompany the injured pupil(s) to hospital and remain until a parent arrives.

After ensuring that the rest of the group are safe and looked after, the Teacher in charge will:

- Inform the EVC and Headmistress of what happened;
- Where the full facts have not yet emerged, say so and ensure that follow-up communications with the EVC and Headmistress are maintained;
- Arrange for the school's insurers to be contacted as quickly as possible;
- Keep a full record of the incident, the injuries and of the actions taken.

Communication with the media should be left to the Headmistress. The teacher in charge will refer the media to the school. If comment is unavoidable, it should be factual, calm and no attempt should be made to cover gaps in knowledge.

In the event of an accident the following are priorities:

- Assess the situation;
- Safeguard the uninjured members of the group;
- Attend the casualty;
- Inform the appropriate emergency services;
- Inform the school and contact home as soon as practicable;
- Ensure that a teacher accompanies the casualty to hospital, leaving the rest of the group supervised and able to return to school;
- Ascertain telephone numbers for any future calls;
- Write down any relevant facts and witness details and preserve vital evidence;
- Keep a written account of all events, times, and contacts after the incident;
- Complete the accident report form as soon as possible;
- No one should discuss the legal liabilities with any other parties.

Missing Child

In the event that a child goes missing we follow our Lost Child and Missing Child policy

Safety

Safety is of paramount importance. We expect parents to support the school in ensuring that their child follows the instructions given either by a member of staff, helper, or by a qualified instructor, and uses the appropriate equipment safely and as designated. We reserve the right to send any pupil home early at their parents' expense if they decline to follow the safety instructions or adhere to the school's behaviour code.

Delayed return

If the return from a visit is delayed, the teacher in charge will phone the school office and EVC. The staff in the school office will send out a message via Schoolbase to all the parents on their contact numbers to alert them to the delay and the revised time of arrival.

On Return, the Teacher in charge will:

- provide the EVC with an evaluation on the visit;
- return all school property (together with a report of any lost or damaged property).

Evaluation

After the trip, the staff and pupils should undertake an evaluation of the outing. The evaluation should be used to inform staff of the outcomes of the trip and to help plan future outings.

Linked policies:

- Safeguarding policy
- Lost Child and Missing Child policy
- First Aid and Medical policy
- Administering Medicines policy
- Promotion of Good Behaviour policy
- Risk Assessment Policy