



Sandford St. Martin's

P R I M A R Y S C H O O L

**Educational Visits and Learning
Outside the Classroom Policy
2024-26**

Our mission statement: Learn Love Laugh

Safeguarding

If there are any Safeguarding issues that arise from the implementation of this policy, then they should be dealt with in accordance with the School's Safeguarding policy. Any safeguarding concerns should be referred directly to the School by telephone or in person for the attention of the Designated Safeguarding Lead along with any concerns relating to the Prevent Strategy.

Equality

This policy should be read in conjunction with the School's Equality Policy. The general equality duty requires that, in the exercise of their functions, schools must have due regard to the need to eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010. This school endeavours to advance equality of opportunity and foster good relations for all.

Overview

In our school Educational Visits are to be encouraged as well utilising our extensive grounds and facilities. Educational visits with a clear purpose are an indispensable part of a broad and balanced curriculum and must be safely managed. They are an opportunity to extend the learning of all pupils, including an enrichment of their understanding of themselves, others and the world around them. They can be a catalyst for improved personal performance, promote a lifetime interest and in some cases lead to professional fulfilment. We are extremely fortunate with our school's location and facilities, having our own separate Forest School area as well as a pond and a large outdoor space. The PTA continue to support funding streams so that we also have outdoor classrooms and safe, effective storage.

This school recognises its duty of care and statutory responsibilities for the health, safety and welfare of pupils, staff, volunteers, providers and members of the public in connection with educational visits for which it is accountable. The school utilises 'Evolve' which is a online platform for risk assessment, trip planning/organisation and evaluation. It is 'tiered' so higher risk activities (such as residential/water based activities) are signed off by Dorset Council; other activities need the approval of the Headteacher or Educational Visits Co-ordinator.

Purpose

- To ensure that every pupil has the opportunity to benefit from educational visits
- To ensure that all visits are safe, purposeful and appropriate to meet the educational and social needs of pupils taking part
- To enable the school to identify appropriate functions, responsibilities, training, support and monitoring for governors, staff, volunteer assistants, pupils and providers involved in educational visits
- To ensure that whenever appropriate, further advice is sought from the LA and from other technically competent sources.
- To encourage, facilitate and support Learning Outside the Classroom (in the school grounds and further afield) including (but not limited to) Forest School.

Locations and Risk Management

At Sandford St Martin's we follow these categories of 'zoning' when planning and delivering trips/activities for the safety of our staff, helpers and children.

Zone 1 – Red circle (In house RA and inform office)

Extending the classroom to the outside environment
Standard cooking/gardening tools and utensils

Zone 2 – Orange circle (In house RA and inform office/SLT)

Using knives
Lighting fires
Led by competent person

Zone 3 - Yellow circle (Evolve needed)

Immediate area (walking distance)

Zone 4 – Evolve needed (EVC approval)

Local area with transport eg Corfe Castle
Local sporting events with groups/teams

Zone 5 – Evolve needed (Head approval)

Trip includes being near any body of water
Trip extends school day (leaving before 8:45 and/or returning after 3:00)

Zone 6 – Evolve needed (Head approval)

Out of County visits inc cities

Zone 7 – Evolve needed (County approval)

Outdoor and adventurous activities with elevated risk of injury (eg high ropes, archery, shooting, quad biking)
Higher level of instruction/qualification required (usually provided by specialist centre or visitor with own equipment)
Trip includes being on or in water (eg sailing/swimming)
Trip includes residential/over-night stay(s) on or off site



Responsibilities

Responsibilities for Health and Safety on school visits are determined as below.

- As a VA school the **Governing Body** ensure that there are robust procedures for the management of Health & Safety in place within school business; and monitor the effectiveness of these procedures.
- The **Headteacher** checks all procedures for visits in Zone 5-7 and monitors all new trips and costs.
- The **EVC** develops procedures in line with national guidance; ensures that staff are aware of national, local and school policy; and quality assures risk assessments for each visit to ensure that safe practice is being followed. They will be a member of Establishment staff appointed to co-ordinate all visits and with the status to effect change and be the focus of monitoring good practice. The EVC can approve trips and visits in Zone 4.
- The Designated **Visit Leader** takes overall responsibility for the well-being of the children during the visit, provides a risk assessment, and adapts this according to any circumstances which may occur.
- The **Admin Officer and School Business Manager**, with support from DSLs and DDSLs, take responsibility for ensuring that any adults participating in a school visit comply with requirements for DBS checks, etc.
- The **Visit Team** (staff and those volunteers with DBS check). Following a briefing, take immediate responsibility for a group of children, follow risk assessments, and ensure that children are kept safe at all times (inc reacting and assessing dynamically at the time).

The school's Educational Visits Co-ordinator (EVC) is: **Mrs T Davies**

Staff

- All visits will have a clear, recorded educational and/or social purpose and will be planned sufficiently well in advance in accordance with good practice and effective planning procedures detailed in the **DC Policy of Safety and Guidance – Offsite Events and Adventurous Activities**.
- The Headteacher will be responsible for the approval of all Zones 5-7 visits, or may delegate this function to the Educational Visits Co-ordinator or Deputy Headteacher.
- A named and trained Educational Visits Co-ordinator (EVC) will be appointed to support the governing body and Headteacher. In the absence of a suitably trained Educational Visits Co-ordinator the Head Teacher automatically assumes this role.
- There will be a named and approved Trip Leader (and where appropriate, deputy) on all educational visits. This Trip leader will be specifically competent for the role as detailed in the **DC Policy of Safety and Guidance – Offsite Events and Adventurous Activities**. If in any doubt confirmation will be sought from the Outdoor Education Adviser via 'Evolve'.
- Working with the EVC as necessary, the Trip Leader will be responsible for all aspects of the planning, risk assessment and organisation of the visit (inc minimum adult/pupil ratios, at least 2 staff members, any high needs (SEND/behaviour) and any other elevated risk factors). The Trip Leader will assume full responsibility during the visit, including ongoing risk assessment. A risk assessment template is included at the back of this policy to indicate the headings and parameters that are considered as a minimum.

- The Trip Leader will ensure when purchasing goods and services that appropriate checks are made and that insurance and financial procedures have been followed
- Details of any residential visits at home or abroad or day visits involving activities of a hazardous nature will be submitted to the LA for assessment/monitoring through use of 'Evolve' at least 1 month before the departure date.
- All visits will be assessed for accessibility and to ensure all those intended to partake can do so. Reasonable adjustments will be planned and communicated to parents/carers where relevant to any child with SEND where their diagnosis, profile or disability may limit their enjoyment, engagement or access to a trip/visit.

Parents and carers

- The school will provide parents and carers with information about policy and procedures relating to the safe management of educational visits.
- Parents and carers will be given sufficient written and supplementary information about educational visits to enable them to make informed decisions and give written consent (for trips further afield or outside of school hours) together with medical and emergency contact details.
- Whenever appropriate for higher risk, residential and foreign visits a briefing meeting with parents/guardians will be arranged.
- Expectations with regard to behaviour and codes of conduct will be explained to parents/carers. This information will include the necessity of meeting additional costs and making collection arrangements in certain circumstances.
- Most of our trips are funded by voluntary contributions from parents/carers. Unless enough contributions are collected to cover the costs of a trip, they may need to be cancelled. Total costs are divided by the number of children likely to attend (Total Cost may include entry fees, centre staff and transport costs plus helpers for whom there is a charge). We are happy to put in place payment plans and talk to any families that have concerns.
- We pride ourselves on being a school that listens and tries to be understanding and as flexible as possible. In some cases we are able to incorporate special and alternative requests for how a child or parent accesses a trip or transport. It may be the case that we are unable to be answered special requests immediately. This is due to the complexities of supervision, ratios, costings (transport and entrance fees) and other unforeseen parameters.
- Parents/carers who are eligible for the Pupil Premium are only asked to contribute 50% of any trip cost. Please speak to the school office about this if you are unsure of your eligibility.

Pupils

- Wherever possible, pupils should be involved with the planning of an educational visit, establishing codes of conduct, assessing and managing risk and evaluating their own learning, development, attitudes and behaviour.
- Pupils should be adequately briefed about aims, expectations and codes of conduct for all educational visits. Ongoing briefings are an important element of learning and safety.
- Pupils are expected to maintain the school's Relationships and Positive Behaviour policy, expectations on conduct and 3 Ls (Learn, Love, Laugh) whether on or off site.

Links

This policy links closely to Health and Safety, Equality, SEND, Relationships and Positive Behaviour and the Staff Code of Conduct. Full implementation of this policy is in conjunction with **DC Policy of Safety and Guidance – Offsite Events and Adventurous Activities.**

Each subject in the curriculum has a variety of linked activities, which may include visits by specialists: egs

- English – theatre visits, visits by authors, poets and theatre groups;
- Science – use of the school grounds, Forest School, science museum, visits to local woods and heaths, Studland;
- Mathematics – orienteering course, use of shape and number trails in the local environment;
- History – Corfe Castle, Nothe Fort, Stonehenge, Ancient Technology Centre, Dinosaur museum; Brownsea Island.
- Geography – use of the locality for fieldwork, Studland, National Trust family passes to borrow, Brownsea Island.
- Art and design – art gallery visits, use of the locality;
- PE – range of sporting fixtures, extra-curricular activities, working with local secondary schools, Sport's Ambassador programme;
- Music – range of specialist music teaching, extra-curricular activities, concerts for parents and children to hear, theatrical shows;
- Design and technology – working with Dorset Mammal Group; Ancient Technology Centre
- Computing – its use in business/STEM/secondary schools etc
- RE – visits to centres of worship, visits by local clergy, experience days
- PSHE/Mental well being - team building, residentials, family show tickets, Year 6 to Year 7 transition (may take the form of an End of Year residential trip, on site camping or a series of linked trips and experiences in the same week eg a making memories week. In this case the cost might be calculated as a single item much like a residential trip)





SANDFORD ST MARTIN'S CE (VA) PRIMARY SCHOOL

Educational Visits and Outdoor education policy	
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GENERIC RISK ASSESSMENT 1 – ALL EDUCATIONAL VISITS (example headings/template)

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Exposure to weather.	Cold injury, heat injury, over-exposure to sun.	Pupils and staff.	Consider possible weather conditions and plan appropriate programme, clothing and equipment. Plan for pupils who may not bring suitable clothing – check before departure and/or bring spares. Daily weather forecast obtained and plans adjusted accordingly.	Provide clear information about suitable clothing and equipment to pupils and parents.	Low
Pupil lost or separated from group, inadequate supervision.	Injury, death.	Pupils.	<ul style="list-style-type: none"> • Ensure supervising staff competent and understand their roles. • Sufficient supervision • Plan and use suitable group control measures (for example, buddy systems, large groups split in small groups each with named leaders, identification system). • Discuss itinerary and arrangements with pupils. • Briefing to all on what to do if separated from group. • Head counts by leaders particularly at arrival/departure points, and when separating and reforming groups. 	Plan supervision before visit and brief staff and pupils.	Low
Illness or injury.	Illness, injury.	Pupils, staff.	<ul style="list-style-type: none"> • 1st aid cover accessible and appropriate • Leaders know how to call emergency services. • Pupils and parents are reminded to bring individual medication and this is securely kept. • First aid and travel sickness equipment carried. • Mobile phones carried if available. • Emergency contacts arranged 	Check first aid certificates current. Medication brought by pupils.	Low
Special needs of specific pupils – medical, behavioural, educational.	Illness, injury.	Pupils	<ul style="list-style-type: none"> • Obtain information from parents • Take advice from SENCO if appropriate • Make necessary arrangements for individual pupils including individual risk assessment and additional staffing as necessary. 	Use parental consent form.	Low
Indirect/remote supervision (includes field work, souvenir shopping, theme parks, historic sites, etc)	Injury, death.	Pupils	<ul style="list-style-type: none"> • Check location as suitable for this mode of supervision. • Ensure pupils sufficiently briefed and competent (any individual pupils for whom indirect supervision not suitable must be directly supervised). • Clear guidelines and emergency procedures set and understood. • Pupils remain in pairs or groups (buddy system – each responsible for named other). 	Included in information to parents.	Medium

			<ul style="list-style-type: none"> • Rendezvous points and times set. • Pupils know how to contact staff. • Staff understand they are still responsible. • Parents informed and consent given. 		
Leader's own children.	Injury or death.	Pupils, other children, staff.	<p>If staff (teachers or volunteers') families join group, pupil supervision must not be compromised.</p> <ul style="list-style-type: none"> • Staff children are similar age to group and supervised with pupils or separate supervision arranged. 	Consider before staffing agreed.	Low