



# Whitby School

## Policy for Educational Visits, Outdoor Learning and Adventurous Activities

### Governance Status

This policy has been adopted by the Governing Body and will be reviewed every year or in light of new Government legislation or Local Authority guidance.

Review dates	By Whom	Date for Approval
November 2021	Staff and Governors	23 November 2021
December 2024	Staff and Governors	9 December 2024
November 2025	Staff and Governors	4 February 2025

### **Signed by the Chair:**

### **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 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.

## **2. Establishment policy and procedures**

The NYC Policy for Educational Visits, Outdoor Learning and Adventurous Activities (June 2018) 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 on our website. We will always aim to fully inform parents by letter 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 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 letter of the nature of each visit, activity or series of a similar nature.

Specific consent: written consent 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 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 THE 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 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 Whitby 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 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) and Adventurous (self-led).

Refer to local procedures and guidance regarding the establishments' use of these categories.

Approval of visits will be made as detailed below. Initial approval in Headteacher 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 schools and has responsibility for their 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

Visit planning approval summary table:

	Planning/Recording Process	Risk Management	Final Approval
On-site/Local Learning Area	EVC/staff	LLA risk management supplemented by specific documentation where necessary	EVC/ Headteacher
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/ Headteacher
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	Headteacher
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	Headteacher
Adventure,	Recorded on Evolve	Specific Risk Management	Adviser

self-led			
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## 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**

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.

## 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 the Charging and Lettings Policy.

## 8. **Inclusion & SEND**

We endorse the principles for young people of a presumption of entitlement to participate, accessibility through direct or realistic adaptation 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 the SEN 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 the Child Protection 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.

## 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.

## **Appendix - Local Learning Area and General Risk Assessment**

### **Boundaries**

The boundaries of the locality are shown on the attached map. This area includes the following frequently used venues: e.g.

- Pannett Park Museum
- Captain Cook Museum
- Whitby Town Centre
- Whitby Abbey

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 operating procedure.

### **Operating Procedure for visits to the Local Learning Area**

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 Headteacher must give verbal approval before a group leaves.
- 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 correct crossing places will be used when travelling between the two school sites.
- The concept and Operating Procedure of the 'Local Learning Area' is explained to all new parents when their child joins the school.
- There will normally be a minimum of two adults.
- 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.
- 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.
- Staff will deposit in the office a list of all pupils and staff, a proposed route, and an estimated time of return.
- A mobile phone is taken with each group and the office have a note of the number.
- Appropriate personal protective equipment is taken if needed.

GENERAL RISK ASSESSMENT		
Reviewed	October 2024	Whitby School
<b>Generic risk benefit</b>	Better engagement in the classroom Sense of wellbeing Building resilience Teaching acquiring practical skills Meaningful risk management and awareness Connection with the natural environment	
SIGNIFICANT ISSUES	CONTROL MEASURES	EXAMPLES (not an exhaustive list)
<div> <div></div> <div>Group Leader personal safety</div> </div>	<div> <div></div> <div>Adventure activity leadership in line with Adventure Activity Matrix</div> </div> <div> <div></div> <div>Group member(s) briefed on emergency process</div> </div> <div> <div></div> <div>Operate within ability, qualification, remit and experience</div> </div> <div> <div></div> <div>Carry/wear clothing and equipment to ensure personal safety.</div> </div> <div> <div></div> <div>Ensure back up/late back/ call in system is established and all individual roles understood</div> </div>	<i>Group Isolated And Unsupervised, Exposure, Effective communication with supporting staff in group/at venue, Sufficient support mechanism available, vehicle failure, over tired leader, challenging group, Equipment failure, staff injury, participant injury, inability to develop skills progression, correct equipment for use/activity</i>
<div> <div></div> <div>Objective environmental dangers</div> </div>	<div> <div></div> <div>Viewed and considered conditions/reports for weather, tides, water margins, water levels and any relevant environmental conditions - appropriate to the duration, activity and location.</div> </div> <div> <div></div> <div>Select route, venue, and plan to provide a safe and appropriate experience for group.</div> </div> <div> <div></div> <div>Clothing and Equipment to be carried/worn that is suitable and appropriate for the terrain, weather, group, activity and in line with national governing body training where appropriate.</div> </div>	<i>Rock Fall, Exposure, slip-trips, falls, fall from height drowning, Benightment, dangerous flora and fauna, difficult terrain feature, traffic, lightening, bites, stings, disease, hazardous waste, avalanche, trail conditions, sunset, other users – conflicts</i>

<p>▣ <i>Group safety</i></p>	<ul style="list-style-type: none"> <li>▣ Adventure activity leadership in line with Adventure Activity Matrix</li> <li>▣ Group Leader to operate within ability, qualification, remit and experience – to provide appropriate experience for group</li> <li>▣ Acquire knowledge of group through pre-course information, liaison with visiting staff and ongoing assessment of group abilities</li> <li>▣ Plan and apply group management techniques to provide appropriate experience for group</li> <li>▣ Clothing and Equipment to be carried/worn that is suitable and appropriate for the terrain, weather, group, activity and in line with national governing body training where appropriate.</li> </ul>	<p><i>Weather, experience, communication devices, traffic, dangerous animals/wildlife, shooting, fishing, forestry, moor burning other users – conflicts, safeguarding in public areas, Effective communication with supporting staff in group/at venue. Group management e.g., counting heads, sufficient support mechanism available</i></p>
<p>▣ <i>Group supervision / skills progression</i></p>	<ul style="list-style-type: none"> <li>▣ Group Leader to operate within ability, qualification, remit and experience</li> <li>▣ Staff to teach, monitor and supervise group/individual to ensure correct/suitable behaviour</li> <li>▣ Assessment of group/individual learning and continued input and/or supervision</li> <li>▣ ongoing assessment of group/individual abilities before progression</li> </ul>	<p><i>Weather, experience, communication devices, traffic, dangerous animals/wildlife, shooting, fishing, forestry, moor burning other users – conflicts, safeguarding in public areas, Effective communication with supporting staff in group/at venue. Sufficient support mechanism available.</i></p>
<p>▣ <i>Use of equipment</i></p>	<ul style="list-style-type: none"> <li>▣ Group Leader to operate within ability, qualification, remit and experience</li> <li>▣ Correct outdoor learning equipment must be properly fitted/utilised</li> <li>▣ Clear instruction and training on use of equipment</li> </ul>	<p><i>Equipment failure, staff injury, participant injury, inability to develop skills progression, correct equipment for use/activity</i></p>

	<ul style="list-style-type: none"> <li>□ Assessment of group/individual learning and continued input and/or supervision</li> <li>□ Ongoing assessment of group/individual abilities before progression</li> </ul>	
<p>❑ <i>Damaged / worn / broken equipment</i></p>	<ul style="list-style-type: none"> <li>□ Group leader to inspect equipment prior to use</li> <li>□ Removal or repair of equipment within ability, qualification, remit and experience of group leader</li> <li>□ Equipment used and stored as designed / manufacture recommend</li> </ul>	<p><i>Equipment failure, staff injury, participant injury, inability to develop skills progression, correct equipment for use/activity, Removal of damaged equipment</i></p>
<p>❑ <i>Manual Handling</i></p>	<ul style="list-style-type: none"> <li>□ Work within staff CPD</li> <li>□ Ensure techniques to minimise the risk of injury are adopted by participants and staff through instruction and group management</li> </ul>	<p><i>Staff injury, appropriate use of participant assistance</i></p>
<p>❑ <i>Unsupervised activity (e.g. Orienteering)</i></p>	<ul style="list-style-type: none"> <li>□ Briefing of boundaries (physical, environmental and behavioural)</li> <li>□ Assessment of individual / groups behaviour prior to authorising unsupervised activity</li> <li>□ Clearly communicated disorientation/call back procedure</li> <li>□ Ongoing assessment of group/individual abilities before progression</li> <li>□ Positioning of responsible individuals or additional physical markers can be considered to supplement above</li> </ul>	<p><i>DofE, defined and understood getting loss procedure. Communication black spots, waterproof/protecting devices. Effective communication with supporting staff in group/at venue. Benightment, Group Isolated And Unsupervised, Exposure</i></p>
<p>❑ <i>Dynamic nature of outdoor environment and adventurous activities</i></p>	<ul style="list-style-type: none"> <li>□ Staff to assess the conditions found and adapt plans accordingly. Significant information must be communicated with all centre operational staff. The operational centre should be informed of significant changes to plans</li> </ul>	<p><i>Other users, traffic, animals, fallen trees, landslides, Weather, experience, communication devices, traffic, dangerous animals/wildlife, shooting, fishing, forestry, moor burning</i></p>



<div> <div></div> Communication with school </div>	<div> <div> <div></div> Appropriate communication device(s) carried and managed for activity/venue/location and awareness of black spots. </div> <div> <div></div> Ensure back up/late back/ call in system is in established and all individual roles understood </div> </div>	<p><i>Communication black spots, waterproof/protecting devices. Effective communication with supporting staff in group/at venue. Benightment, Group Isolated And Unsupervised, Exposure</i></p>
<div>Equipment</div>	<div> <div>Leader Equipment</div> <p>Staff leading activities will ensure sufficient equipment is with the group to care for themselves, other staff and students they are responsible for.</p> <p>This will include as a minimum:</p> <ul style="list-style-type: none"> <li>First Aid Kit</li> <li>Sufficient shelter and clothing to keep safe in the event of an incident whilst awaiting help. Eg, spare clothes, group shelters, warm drink</li> <li>Means of communication (e.g. mobile phone or radios)</li> <li>Emergency contact information card</li> <li>Specialist safety equipment as identified in Activity Specific Risk assessments and in line with staff abilities</li> </ul> <p>Conditions, activity and the group will dictate what additional equipment will be needed for the day, in line with the Activity Specific Risk Assessment.</p> <p>Group PPE</p> <ul style="list-style-type: none"> <li>Adequate footwear for terrain, personal needs and conditions</li> <li>Suitable clothing to protect from all types of weather</li> </ul> <p>Activity specific equipment where necessary</p> </div>	
<div>Notes</div>		
<div> <div>Emergency contacts and procedures</div> <div>Major incident plan</div> </div>	<div> <div> <div>1. Apply the control measures</div> <div>2. Monitor how effective they are</div> <div>3. Change, adapt, revise as required</div> </div> </div>	