

Written by: S. Peel

Reviewed by: S Peel

Shared with staff: 1.11.09.

Seen by Governors on: 1<sup>st</sup> November 2009, 7.6.10, AND 13.9.12, 3.2.15.

Review date: autumn 2010, AUTUMN 2014, autumn 2016

## **GARGRAVE CE (VC) PRIMARY SCHOOL**

### **Policy for Learning Beyond the Classroom**

#### **1. Statement of intent**

- 1.1. This policy applies to all educational off-site visits and all outdoor learning and adventurous activities carried out with young people. In addition it applies to any visit taking place abroad which does not involve young people.
- 1.2. 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.
- 1.3. 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.
- 1.4. 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.

#### **2. Employer Policies and Procedures**

- 2.1. The Handbook for Educational Off-site Visits and all Adventurous Activities (September 2013) "The Handbook" published by the Children and Young People's Service of North Yorkshire County Council is the employer's policy and procedures. Specific local procedures will be in line with, but not duplicate this handbook.
- 2.2. Where there is conflict with non-statutory guidance or advice from other sources The Handbook will take precedence with clarification sought from the Headteacher, and if required from the Children and Young People's Service.

#### **3. Roles and Responsibilities**

- 3.1. The Headteacher retains the role of the Educational Visits Co-ordinator. They will have the training and experience to enable them to competently discharge their responsibilities as listed in The Handbook.
- 3.2. The Educational Visits Co-ordinator is: Sarah Peel
- 3.3. Administrative tasks will be carried out by: Sharon Aldous

#### **4. Training**

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4.1. The Educational Visits Co-ordinator will attend appropriate training and revalidation as required in The Handbook.

4.2. Visit leaders will be approved by the Headteacher and will have attended appropriate training as required in The Handbook.

## **5. Records of induction, training, qualifications and competence**

5.1. Records will be kept of induction, training, relevant qualifications and competence.

5.2. 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.

## **6. Approval of visits**

Approval of visits will be made as detailed below. Initial approval in principal will also be gained as required in The Handbook.

6.1. **Local Authority:** Visits abroad and all adventurous activities regardless of location. (As detailed in The Handbook).

### **6.2. Governing Body:**

The governing body has a strategic role to set the vision and direction of the school and to oversee and drive up 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.

6.3. **Headteacher:** all visits and activities

## **7. Planning and managing visits and activities**

7.1. In addition to the procedures to be followed in The Handbook local procedures and generic risk assessments which supplement but do not duplicate this are available for all staff in the risk assessment folder in the staff room.

7.2. **Inclusion.** 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.

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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 schools SEN policy and SEN information report.

**7.3. 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 Handbook.

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

**7.5. Finance:** 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 the guidance and requirements of the NYCC School Finance Manual. Reference should also be made to Gargrave school charging and remissions policy.

## **8. Supervision and safeguarding**

**8.1. Volunteers:** 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 the Handbook and local procedures. Reference should also be made to Gargrave school safeguarding policy.

**8.2. Behaviour:** Appropriate behaviour is essential for the smooth running of learning beyond the classroom activities and ensures that effective memorable learning can take place. Young people, parents and carers will be made aware of the code of behaviour, expectations of young people and sanctions which may be invoked should the code be breached. In addition parents and carers will be made aware of their responsibilities for removing young people in prescribed circumstances. Reference should also be made to Gargrave school's behaviour policy.

## **9. Risk Management**

**9.1.** 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. Generic or event specific risk assessments will be used to record significant findings.

## **10. Consent and medical information**

**10.1. Blanket consent:** Written consent will be gained on enrolment for routine local visits and activities which are a normal part of our educational provision. This can include visits and

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activities beyond the normal day such as after-school sports fixtures and information regarding the nature of the types of visit will be included on the annual consent form. We will fully inform parents by letter of the nature of each visit, activity or series of a similar nature, remind parents that they have already consented, and give opportunity to update information and emergency contact details.

10.2. **Individual 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, those which fall outside of normal hours and non-routine activities which are not a normal part of educational provision. We will fully inform parents by letter of the nature of each visit, activity or series of a similar nature.

10.3. **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.

## **11. Accidents, Incidents and Emergency procedures**

11.1. For the duration of all off-site visits and activities there will be a nominated suitable person providing 24/7 cover. This emergency contact will have secure access to all details of the visit including medical and next-of-kin information for all young people, accompanying staff and other adults. In addition they will have access to the School Emergency Response Guide and NYCC emergency numbers.

## **12. Monitoring**

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

12.2. The Educational Visits Co-ordinator will ensure that there is a system in place for appropriate monitoring of visits and activities.