



# Hunsbury Park Primary School

Outdoor Learning including:

Educational Visits

Learning Outside the  
Classroom

Residential experiences

## 1. Aims

The aims of our outdoor learning and visits are to:

- enhance curricular and recreational opportunities for our pupils;
- provide a wider range of experiences for our pupils than could be provided on the school site alone;
- promote the independence of our children as learners and enable them to grow and develop in new learning environments.

## 2. Introduction

Educational visits are activities arranged by or on behalf of the school, and which take place in and outside the school grounds. In addition, residential visits are currently arranged for children in year 4 (Scientific enquiry – habitats) and year 6 (Outdoor Adventurous Activities). The governors and teaching staff believe that outdoor learning activities can supplement and enrich the curriculum of the school by providing experiences which would otherwise be impossible. All outdoor learning activities **must** serve an educational purpose, enhancing and enriching our children's learning experiences.

## 3. Employer's Policies and National Guidance

In this policy we seek to establish a clear and coherent structure for the planning and evaluation of our outdoor learning, and to ensure that any risks are managed and kept to a minimum, for the safety and health of all pupils and adults at all times. Within these limits we seek to make our visits available to all pupils. It is **essential** that costs are considered as a high priority in order that we do not disadvantage pupils. When comparing potential places to visit, the visit leader should always seek out a cheaper, comparable site. The visits usually take place within the school day, but on occasions, take place after school.

Our school has subscribed to the: **Longtown Outdoor Learning Trust (LOLT)** [www.longtownoutdoorlearning.co.uk](http://www.longtownoutdoorlearning.co.uk) which follows guidance from <https://oeapng.info/> LOLT offers an educational visits advisory service to help ensure off-site educational activities are executed safely. In the event of any apparent conflict between the employer's policy or national guidance, clarification must be sought from the EVC/EVA or headteacher.

In subscribing to the advisory service will allows us to access:

- Specific expert advice concerning Educational Visits from the EVA, Head of Longtown Outdoor Learning Trust and registered member of the national Outdoor Education Advisers Panel (OEAP) and the team.
- The eVisit web based system for Educational Visit planning linked to OEAP National Guidance. This system will enable the school to run its own system for the planning and approval of Category A and B visits, whilst Category C visits can be reviewed and approved by Mike Fawcett and team. **All school visits are to be logged onto this this system.**
- <https://www.e-visit.co.uk/LongtownOutdoorLearning/eVisit>

In addition, visit leaders should access the oeapng website <https://oeapng.info/> which includes the National Guidance for the management of outdoor learning, off-site visits and learning outside the classroom, to research current national guidance to support the planning of visits. In particular, the section on good practice may be of use to visit leaders: <https://oeapng.info/downloads/good-practice/>

In the event of any apparent conflict between the employer's policy (HPPS), the establishment policy or National Guidance, then the employer's policy must be followed and clarification sought from the Educational Visits Coordinator (EVC) or management.

#### 4. Clarification of Roles

National Guidance outlines the normal responsibilities of various roles including:

Governors	<a href="https://oeapng.info/governors/">https://oeapng.info/governors/</a>
Headteacher	<a href="https://oeapng.info/head-manager/">https://oeapng.info/head-manager/</a>
Educational Visits Coordinator	<a href="https://oeapng.info/evc/">https://oeapng.info/evc/</a>
Visit Leader	<a href="https://oeapng.info/visit-leader/">https://oeapng.info/visit-leader/</a>
Approval of leaders	<a href="https://oeapng.info/wp-content/uploads/dlm_uploads/2019/09/3.2d-Approval-of-Leaders.pdf">https://oeapng.info/wp-content/uploads/dlm_uploads/2019/09/3.2d-Approval-of-Leaders.pdf</a>

Those holding these roles should familiarise themselves with their responsibilities, using the links above.

#### 5. Procedural Requirements

<https://oeapng.info/>

##### ***Prior notification and approval of visit plans***

The Visit Leader should meet with the School Business Manager, Mrs Ormshaw, in order to check financial implications. The School Business Manager and Office Manager, Mrs Hewitt, will liaise with each other regarding bookings. Ideally, visits should be planned in Term 1 so that the SLT can see that the overview of events in school is evenly spread. All concerns regarding any visit should be directed to the EVC and/or LOLT. ALL VISITS INVOLVING WATER MUST BE REFERRED TO LOLT AS THEY ARE A CATEGORY C VISIT.

See **appendix 1 and 2** for details.

#### 6. Finance

[file:///C:/Users/jhughes.HPPS/Downloads/3.2c-Charging-for-school-activities%20\(3\).pdf](file:///C:/Users/jhughes.HPPS/Downloads/3.2c-Charging-for-school-activities%20(3).pdf)

The costs involved must be such that the visit is within the financial range of ALL children. Our disadvantaged children (Free school meals, Pupil Premium, Looked after, post looked after, Eversix and anyone who has a personal need) are eligible for a 50% payment. Charitable funding should be sought for help with residential costs. The Friends of Everdon group have supported the school for several years. The Frontier Centre also offer a bursary scheme. No monies or commitment should be paid without the authorisation of the Business Manager. The School Office will collect parental contributions through PARENTMAIL. The school does not accept cash.

## 7. Insurance

[https://oeapng.info/wp-content/uploads/dlm\\_uploads/2019/03/4.4c-Insurance.pdf](https://oeapng.info/wp-content/uploads/dlm_uploads/2019/03/4.4c-Insurance.pdf)

You must liaise with the Business Manager **before** making any booking. Insurance details should be checked, with particular reference to COVID. The Business Manager is responsible for all insurance plans and payments. The Business Manager is responsible for booking, checking and making payments.

## 8. Induction, Training, Apprenticeship

The school has one EVC member of staff, who has undergone training through LOLT service.

- All staff will undergo training refreshers in September, at the start of the academic year. This is to be led by EVC Mrs Hughes. The purpose of this training will be to share the OEAPNG website and to discuss the responsibilities of any leader on a visit. The Evisit site will also be shared and discussed with staff.

[https://www.e-](https://www.e-visit.co.uk/LongtownOutdoorLearning/eVisit/Login?redir=https%3a%2f%2fwww.e-visit.co.uk%2fLongtownOutdoorLearning%2feVisit)

[visit.co.uk/LongtownOutdoorLearning/eVisit/Login?redir=https%3a%2f%2fwww.e-visit.co.uk%2fLongtownOutdoorLearning%2feVisit](https://www.e-visit.co.uk/LongtownOutdoorLearning/eVisit/Login?redir=https%3a%2f%2fwww.e-visit.co.uk%2fLongtownOutdoorLearning%2feVisit)

- A booklet will be produced with examples of planning/risk benefit frames. These will be stored on the main school system ALL STAFF, EVC.
- All visits must be recorded on Evisit and a paper copy handed to the EVC for approval. This copy will be left in the School Office for the duration of the visit, in case of emergency. After the visit, the group leader should evaluate the visit on this form. This form should then be handed back to the EVC for storage.
- To support succession planning, the group leader must have an assistant who would be able to continue with the visit.

The school's educational visits coordinator will be involved in the planning and management of off-site visits. S/he will:

- ensure that risk assessments are completed;
- support the Headteacher and governing body in their decisions on approval;
- assign competent staff to lead and help with trips;
- organise related staff training;
- verify that all accompanying adults, including private car drivers, have had satisfactory police checks, and that the letter from our coach company assures us their drivers too have had police checks;
- make sure that all necessary permissions and medical forms are obtained;
- keep records of visits, and ensure there are regular generic assessments of the risks (for example road-crossing) where there are frequent visits to local venues (for example a swimming facility).

[https://oeapng.info/wp-content/uploads/dlm\\_uploads/2019/09/3.2d-Approval-of-Leaders.pdf](https://oeapng.info/wp-content/uploads/dlm_uploads/2019/09/3.2d-Approval-of-Leaders.pdf)

The visit leader is responsible for organising and running the activity. They are also responsible for ensuring all other staff on the visit are briefed in all aspects of the visit.

Staff arranging or otherwise involved in off-site activities MUST familiarise themselves with the regulations, advice and procedures published by the OEAPNG <https://oeapng.info/>  
All off-site activities must take place in accordance with the <https://www.longtownoutdoorlearning.co.uk/Pages/educational-visits-advisory-service.aspx> instructions.

Where staff are proposing to arrange an off-site activity, they must seek and obtain the approval of the EVC/Bursar/Office manager/SLT before any commitment is made on behalf of the school. A comprehensive visit plan should be provided by the member of staff to allow for an informed decision to be made. A pre-visit check should be made of the venue at this stage of the process. There are various categories of visit and all should be logged onto EVISIT. Any visit involving water, adventurous activities or residentials are categorised as a C visit and have enhanced risk assessments.

The EVC/Headteacher reserve the right to cancel/reject any visit should the planning/staff requirements not meet with expectations/safety procedures.

## **9. Inclusion**

<file:///C:/Users/jhughes.HPPS/Downloads/3.2e-Inclusion.pdf>

It is our policy that ALL children should be able to participate in educational visits. Where a child with a disability is eligible for a trip, we will make every effort to ensure that s/he is included. We may seek guidance from parents to help us adapt our programme, and we will make any reasonable adjustments to our itinerary to include a child with disabilities. Any such adjustments will be included in the risk assessment. This will also include children with additional needs. At every stage of the planning process risk assessments should include adaptations to include ALL children. School will support the staffing of these visits to ensure that effective ratios are met in line with the children's needs. This may incur further costs which need to be discussed at the PLANNING stage of the visit.

It is unlawful to:

- Treat a disabled young person less favourably
- Fail to take reasonable steps to ensure that disabled persons are not placed at a substantial disadvantage WITHOUT JUSTIFICATION.
- Hunsbury Park Primary School has provision for children with SEMH and for the purposes of this policy should have the same equity of access to school visits, with support and amendments, where necessary.
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## **10. Risk Management and Risk-Benefit Assessment**

<https://oeapng.info/>

[file:///C:/Users/jhughes.HPPS/Downloads/4.3f-Risk-Management-some-practical-advice%20\(3\).pdf](file:///C:/Users/jhughes.HPPS/Downloads/4.3f-Risk-Management-some-practical-advice%20(3).pdf)

National Guidance (OEAPNG) provides advice about risk management and risk-benefit assessment. All staff should refer to any related document when planning, risk assessing, monitoring and evaluating any visit.

A comprehensive risk assessment is carried out by the group leader BEFORE the proposed visit. This will require a pre-visit to the destination. It will assess the risks which might be encountered on the visit and will indicate measures to prevent or reduce them.

It is important to take into account the probable weather conditions at the time of year proposed for the trip, and the party leader should take careful account of the facilities available, with due regard to the proposed size of the group. They should also assess the site's suitability with regard to the age and any particular needs of the children. They will also consider the venue's own approach to security and to health and safety. Venues providing instructor-led activities will have their own risk assessments for particular sessions, and these assessments may be adopted if it is impractical for the Group Leader to experience the activity beforehand, or if s/he lacks the skills required to make informed judgements about the risks it may involve. The

EVISIT will not have given its approval for the visit unless it is satisfied with the venue, its instructors and their risk assessment procedures.

It is important to assess and record any health, safety or security issues that are identified during the preliminary visit. Any such issues will be taken into account when the final decision is taken on whether the visit should proceed, and the Visit Plan must state both the extent of any risks involved, and the measures that will be taken to reduce or eliminate them. The cost of these preliminary visits will be borne by the school and should be built into the overall financial arrangements for the visit itself.

The risk assessment should be based on the following considerations:

- What are the benefits of the activity?
- What are the hazards?
- Who might be affected by them?
- What safety measures are needed to reduce risks to an acceptable level?
- Can the group leader put the safety measures in place?
- What steps will be taken in an emergency?

### Appendix 3 SAGE VARIABLES

Appendix 4 on site

Appendix 5 off site

An activity should have sufficient adults taking part to provide the correct ratios. Any trip will require a minimum of two adults. However, these are minimum requirements, and may not provide adequate supervision in all cases. Ratios are for EACH visit according to the needs of the children and to support the activity planned.

The risk assessment must also cover transport to and from the venue (see coach, minibus and car policies). The coach company we use on a regular basis will provide us with a letter detailing all the health and safety measures it routinely takes, including:

- the provision and required use of seat belts and booster seats (if required);
- proper vetting of the driver by the police;
- proper insurance for the driver;
- details of first aid and emergency equipment;
- breakdown procedures.

The group leader will double-check that all adults helping to supervise the trip have been subject to the appropriate DBS checks. *Parents should only be asked to support visits if absolutely necessary and should always be with a member of staff.*

A paper copy of the completed risk assessment will be given to the EVC and all adults supervising the trip. The visit leader must also upload details to EVISIT.

### FIRST AID

[https://oeapng.info/wp-content/uploads/dlm\\_uploads/2020/04/4.4b-First-aid.pdf](https://oeapng.info/wp-content/uploads/dlm_uploads/2020/04/4.4b-First-aid.pdf)

A School First Aider should accompany ALL external visits.

First Aid bags/boxes must include items relevant to a particular visit and is the responsibility of the First Aider. First Aid items are carried in a **GREEN FIRST AID BAG**, medications/inhalers/epipens should be carried in a **SEPARATE RED FIRST AID BAG**.

Refer to the school FIRST AID POLICY with regard to administering and recording first aid.

### 11. Assessing Venues and Providers

<file:///C:/Users/jhughes.HPPS/Downloads/4.4f-Assessing-a-provider-check-list.pdf>

[https://oeapng.info/wp-content/uploads/dlm\\_uploads/2018/03/4.4h-Using-external-providers-and-facilities-1.pdf](https://oeapng.info/wp-content/uploads/dlm_uploads/2018/03/4.4h-Using-external-providers-and-facilities-1.pdf)

The EVA provides a lot of support when deciding which venue would be appropriate. To reduce bureaucracy for both leaders and providers, you should take advantage of established national approval schemes – see the links above.

For providers who do not hold external accreditation, please refer to

<file:///C:/Users/jhughes.HPPS/Downloads/8p-Provider-statement-PDF-version.pdf>

which is a pre-visit questionnaire to assist with gaining information to make an approval decision.

You should not normally ask for copies of providers' risk assessments, but should seek any information specifically aimed at helping visit leaders to manage their visit.

All visits require a pre-visit to a venue or provider in order to assist with risk benefit planning and inclusion.

## **12. Volunteers**

The school has a process to approve volunteers by processing DSB requirements.

Parents are not asked to accompany school visits unless advised by the EVC/Headteacher/SLT.

## **13. Transport**

[file:///C:/Users/jhughes.HPPS/Downloads/4.5a-Transport-general-considerations-2%20\(2\).pdf](file:///C:/Users/jhughes.HPPS/Downloads/4.5a-Transport-general-considerations-2%20(2).pdf)

Transport arrangements will allow a seat for each member of the party. Risk assessments should be completed for whichever mode of transport is used. There are risk assessments for:

- Appendix 6 coach
- Appendix 7 minibus
- Appendix 8 school minibus
- Appendix 9 private car
- Appendix 10 transport emergency protocol

The coach company should provide a risk assessment for coach use. This is to be used alongside the risk assessment produced by the visit leader.

The Business Manager is responsible for the insurance cover and maintenance of our school minibus. The Bursar is also responsible for the school's insurance policy, which covers staff use of private cars for transportation. (RSA/MARSH insurance)

Minibus driving lessons/theory are undertaken with MIDAS approved companies. Our minibus is checked by the driver before each use. Each seat has an adjustable belt, no booster seats are needed. We instruct all children, whether travelling by car, minibus or coach, to attach their seat belts.

NO BELT = NO SEAT

## **14. Communication with parents**

[https://oeapng.info/wp-content/uploads/dlm\\_uploads/2020/01/4.3d-Parental-Consent.pdf](https://oeapng.info/wp-content/uploads/dlm_uploads/2020/01/4.3d-Parental-Consent.pdf)

The parents of children taking part in an off-site activity should be provided with all appropriate information, and response, about the intended visit via letter home. Copies should be added

to parentmail and classdojo. Classdojo allows for parents to see translated information. Parents must give their permission in writing before a child can be involved in any off-site activities, particularly when using transport. Group leaders will need to prove that all parents have been informed of the visit plans. The School Office/Family Support Lead will support the completion of these forms, particularly for those families who have reading/writing difficulties.

#### Appendix 11

Funding for off-site activities is provided mainly by parental contributions (voluntary except in the case of residential visits). This must be made clear to parents in all correspondence about an educational visit at the planning stage.

No child may be excluded from an activity because of the unwillingness or inability of the parent to make a contribution. Parents will be informed of this principle through the school prospectus and letters sent home about intended visits.

The timetable for the payment of contributions should allow for the Headteacher to make a decision about the financial viability of the activity in reasonable time.

#### **15. Further health and safety considerations**

[https://oeapng.info/wp-content/uploads/dlm\\_uploads/2019/10/3.2a-Underpinning-legal-framework.pdf](https://oeapng.info/wp-content/uploads/dlm_uploads/2019/10/3.2a-Underpinning-legal-framework.pdf)

All adults accompanying a party must be made aware, by the party leader, of the emergency procedures which will apply. All adults should carry their own mobiles phones, with the relevant emergency numbers stored, should they be needed. Each adult should be provided with an emergency telephone number. This will normally be the school number, but where an activity extends beyond the normal school day the home telephone number of a designated emergency contact should be provided.

Before a party leaves school, the school office should be provided with a list of everyone, children and adults, travelling with the party, together with a programme and timetable for the activity.

The safety of the party, and especially the children, is of paramount importance. During the activity the party leader must take whatever steps are necessary to ensure that safety. This involves taking note of any information provided by medical questionnaire returns and ensuring that children are both safe and well looked after at all times.

Visit leaders should compare medical questionnaires with notes on Arbor, in order to ensure that up to date information is available.

Prior to an activity, if it is felt that the behaviour of an individual child is likely to compromise the safety of others, the visit leader should discuss with the Headteacher the possibility of making additional arrangements for that child.

All visits must follow the procedures laid out in the:  
SAFEGUARDING POLICIES AND STAFF HANDBOOK.

**IT IS ESSENTIAL THAT THE EVC/HEADTEACHER/SLT/GROUP LEADERS KEEP UP TO DATE WITH THE RELEVANT GUIDANCE. UPDATES ARE MADE REGULARLY, PARTICULARLY WITH REFERENCE TO COVID.**

[file:///C:/Users/jhughes.HPPS/Downloads/4.4k-Coronavirus%20\(4\).pdf](file:///C:/Users/jhughes.HPPS/Downloads/4.4k-Coronavirus%20(4).pdf)



## **16. Emergency procedures and Incident Reporting**

[file:///C:/Users/jhughes.HPPS/Downloads/4.1c-Emergencies-and-Critical-Incidents-Guidance-for-Leaders-2%20\(1\).pdf](file:///C:/Users/jhughes.HPPS/Downloads/4.1c-Emergencies-and-Critical-Incidents-Guidance-for-Leaders-2%20(1).pdf)

All staff should take their mobile phones on all visits. Discussions should take place on who takes which role in an emergency but this may be fluid according to the needs of the group. Contingency planning with the risk benefit plan may not cover all eventualities. In the first instant:

- Children and adults should be moved to a safe place
- Emergency services contacted
- School should be contacted
- School will follow the CRITICAL INCIDENT PLAN POLICY.

## **17. Visit Leaders' planning**

[file:///C:/Users/jhughes.HPPS/Downloads/3.3e-Checklist-Visit-Leader%20\(3\).pdf](file:///C:/Users/jhughes.HPPS/Downloads/3.3e-Checklist-Visit-Leader%20(3).pdf)

Visit Leaders must read thoroughly the appropriate guidance for off-site activities:

They must consult the LA's documentation detailing procedures and requirements, including guidance on Emergency Planning and Crisis Line organisation, and must draw up a Visit Plan which records in writing (including standard forms where appropriate) the arrangements that have been made.

### **Visit plan**

[file:///C:/Users/jhughes.HPPS/Downloads/4.3f-Risk-Management-some-practical-advice%20\(2\).pdf](file:///C:/Users/jhughes.HPPS/Downloads/4.3f-Risk-Management-some-practical-advice%20(2).pdf)

The visit plan for intended educational visits must include the following:

- risk assessment;
- report on preliminary visit;
- applications for approval of visit;
- general information;
- names, ages, contact details, permission forms, medical records and other relevant details of all those going on the visit;
- travel schedule;
- accommodation plan (if applicable);
- full plan of activities;
- fire precautions and evacuation procedures;
- intended arrangements for supervision;
- insurance arrangements for all members of the group;
- emergency contacts and procedures;
- general communications information;
- guidance for party leaders;
- guidance for the emergency contact and headteacher;
- medical questionnaire returns;
- first-aid boxes.

Anything relevant to the particular location, journey, group needs etc

The EVC will provide model forms which must be adapted by the visit leader.

## **18. Behaviour**

Staffing ratios should ensure that they are suitable for the whole group. Consideration should be made to children with EHCP plans, High Needs Funding, ASD diagnosis, ADHD, SEMH and any other SEND requirements. Risk benefits are dynamic and should adapt to reflect the support required at the time of the visit.

Contingency plans should be made if a child is unable to continue with the visit.

## **19. Emergency procedures and Incident Reporting**

[file:///C:/Users/jhughes.HPPS/Downloads/4.1c-Emergencies-and-Critical-Incidents-Guidance-for-Leaders-2%20\(1\).pdf](file:///C:/Users/jhughes.HPPS/Downloads/4.1c-Emergencies-and-Critical-Incidents-Guidance-for-Leaders-2%20(1).pdf)

## **20. Post visit review**

<file:///C:/Users/jhughes.HPPS/Downloads/3.2b-Monitoring.pdf>

Visit leaders are encouraged to review visits, taking into account the successful and less successful parts of the visit, and considering ways in which the visit could have been improved. This should be recorded on Evisit and on visit paperwork. Informal conversations might take place between the visit leader(s) and the EVC or Headteacher regarding the outcome of the visit. Childrens' voice should also be used when reflecting on a visit.

This policy is monitored by the governing body and will be reviewed every two years, or before if necessary.

## **21. Residential activities**

<file:///C:/Users/jhughes.HPPS/Downloads/4.2b-Residential-Visits-1.pdf>

Children in Key Stage 2 have the opportunity to take part in two residential visits. Year 4 visit Everdon for a 2 night/3 day visit (split week for two classes) linked to the Science and Geography curriculum. This takes place in April. The children study a range of habitats including stream dipping and bug hunting. Year 6 children visit an outdoor activity centre (preferred site is The Frontier Centre <https://rockuk.org/centres/frontier-centre/>, that links to the adventurous P.E. curriculum. This visit takes place in June/July.

Year 5 are offered the opportunity for a sleepover at school, which can take place at any time throughout the year.

These visits carry additional risk benefit planning and this process begins a year before the visit takes place.

**The EVC organises and accompanies these visits.**

## **22. Forest School**

<https://oeapng.info/downloads/download-info/7u-woodland-activities/>

The school's EVC/Forest School Lead is responsible for Forest School planning and risk assessments, which are part of Outdoor Learning. A separate policy contains details.

## **23. Data Protection**

<https://oeapng.info/downloads/download-info/4-4j-participant-information/>

It is vital for the health and safety of those involved in visits that relevant information is available to leaders and external providers for planning activities, and in the event of an emergency. Please see the visit plan forms which will ask for:

- Staff names, mobile phone, medical needs
- Children's names, medical needs, behaviour needs

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For residential visits:

- Staff and child medical forms

This information is only to be shared with school staff or emergency staff. They should be kept securely and not left where they may be lost. Records are to be kept by the EVC in a locked cupboard until they are securely disposed of.

All staff must share their mobile phones with one another, in case the group is split up or a critical incident occurs.

This policy is monitored by the governing body and will be reviewed every two years, or before if necessary