



# LEARNING OUTSIDE THE CLASSROOM AND EDUCATIONAL VISITS AND OFF-SITE ACTIVITIES POLICY

Review Date: October 2026  
Agreed by LGB: October 2024  
Source: adapted from the WSCC Model Policy

**Policy Statement and Guidance on Learning Outside the classroom and Educational Visits and Off-Site Activities.**

**PURPOSE AND AIMS**

At Baldwins Hill Primary School, we provide many opportunities for our children to learn and develop through Learning Outside the Classroom (LOtC) activities and visits and recognise the key role they play in the development of an active curriculum. This encompasses both on-site and off-site learning, residential activities, environmental studies, sports, physical and cultural activities, business visits, and adventurous activities. Our aim is to ensure every member of our school community accesses LOtC activities throughout their curriculum and that LOtC is considered as an educational entitlement. We believe that educational visits are an important enrichment to our curriculum. They offer pupils many important educational experiences and are powerful in developing learning skills and attitudes. They provide meaningful first-hand experiences that would not be available within the classroom. They also provide powerful learning opportunities for important life skills such as personal conduct and accountability, self-organization and management and engagement with other adults in real-life situations. However, the safety and welfare of children is always of paramount concern. Nowhere is this more potentially the case than on off-site educational visits. This policy and its associated guidance, therefore, are intended to ensure that all visits are safe and that maximum educational and personal benefit is achieved. Staff should also refer to their copy of our school's safeguarding policy which provides further information and guidance.

The value of LOtC activities and visits are well recognised by the Governing Body and fully supported throughout the school by all staff. It is emphasised that a culture of safety must prevail and there is a need for careful planning and adherence to statutory procedures. The safety culture is such that children and young people are encouraged and supported to recognise hazards and manage risk in a way that supports their learning and development. Learning Outside the Classroom must be well managed with information communicated and responsibilities recognised as with any other learning that takes place within the school.

This document outlines the specific policies and procedures for Baldwins Hill Primary School. It supplements and follows the advice and guidance contained within the following significant publications: Reference to relevant health and safety matters including educational visits can also be found in the following documentation:

- WSCC's Regulations and Notes of Guidance for Learning Outside the Classroom Activities and Visits.
- WSCC's Adventurous Activities Reference Document.
- The Department for Education (DfE) published guidance Health and Safety on Education Visits [www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits](http://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits)

- OEAP National Guidance [www.oeapng.info](http://www.oeapng.info).
- DfE advice on health & safety: responsibilities and duties for schools <https://www.gov.uk/government/publications/health-and-safety-advice-for-schools>
- The Health and Safety Executive statement: “School Trips and Outdoor Learning Activities – Tackling the Health & Safety myths. available at: <http://www.hse.gov.uk/services/education/school-trips.pdf>
- The School Staff Handbook;
- School Health and Safety Policy
- Safeguarding policy
- Emergency Plan
- Baalpe: ‘Safe practice in physical education’;

## ROLES AND ACCOUNTABILITIES

**The Governing Body** are able to attend visits as helpers if they wish. With advice from the Headteacher, they keep the school’s policy guidelines reviewed and up to date and compliant with any current legislation. The Governing Body satisfies itself that the appropriate procedures, risk management processes and control measures are in place and that the documented guidance notes are being followed. All residential experiences need to be approved by the Governing Body due to potential liabilities both financial and those related to safety and health. Such approval must be recorded in the minutes of the Governing Body.

The **Head Teacher** is delegated by the Governing Body to approve all LOtC activities and off-site educational visits of a low risk, local, daily, or regular nature. This is recorded through use of the

### **Local Area Visit from on EVOLVE**

The **Educational Visits Co-ordinator (EVC)** ensures that all LOtC activities and visits follow the correct LA and school procedures. The person with these responsibilities will approve the Visit Leadership Team for every visit and monitor the risk management processes to ensure good practice, and thus the safety and welfare of pupils and adults is secured as far as is humanly possible.

In addition, the following responsibilities and duties are undertaken:

- Support the Visit Leadership Team in identifying the purpose and outcomes for the visit and the selection, training and briefing of appropriate supervising adults and volunteer helpers. It is important to consider the continuing professional development needs of staff engaged in these activities.
  - Ensuring that appropriate risk assessments are in place and that measures to ensure safeguarding are being implemented effectively;
  - Ensure that Disclosure and Barring Scheme disclosures are in place, where necessary.
  - Arrange Emergency Contact Duty Officer and follow Emergency plan in such an event. (see Baldwins Hill emergency Plan);

- Keep records and make reports of incidents, accidents and 'near misses'.
- Review and regularly monitor policies and procedures, in line with current LA and national guidance.
- Liaise with the Outdoor Education Officer where necessary to ensure the proposed visit complies with the WSCC policies for Learning Outside the Classroom.
- Maintaining an up to date reference bank of useful visit locations and also guidance and information documentation and to ensure that colleagues are aware of these;
- Offering or procuring relevant training so that they feel confident that any visit leader is suitably briefed and trained to take on their role. This may entail attending a visit as a helper to support monitoring and support responsibilities;
- Acting as visit leader where there is no-one else with the appropriate training or level of experience;
- Forwarding any accident reports etc. to the appropriate LEA department;

**The Visit Leader** will be the class teacher or another appropriate school staff member. They are responsible for identifying the purpose and outcomes for the visit. Significant hazards and their control measures will need to be recorded and attached to the EVOLVE visit form (available at <http://www.westsussexvisits.org>).

- ALL EVOLVE visit forms must be agreed:
  - at least two weeks before the visit; and
  - at least four weeks before a residential visit or one involving adventurous activities which require approval by the LA Outdoor Education Officer.

This will take account of:

- Generic hazards.
- Event specific hazards as identified from a pre-visit or through knowledge or experience of the environment, accommodation, the competence of the staff team, the group, and other factors such as transport.
- On-going hazards identified by the professional staff responding to changing circumstances and the success of planned activity and procedures. The participants and staff will be fully briefed on the purpose, outcomes, and the risk management process.
- All policies that exist within the school that must be applied when working off-site, for example safeguarding, behaviour policy, managing medicines etc.

These include:

- Seeking approval from the Headteacher for the educational visit;
- Writing a risk assessment for the destination.
- Ensure the appropriate number of adult helpers. West Sussex County Council recommends:
  - EYFS and Key Stage 1 – maximum number of children to 1 adult = 6
  - Key Stage 2 – maximum number of children to 1 adult = 15

- **Ensuring that all adult helpers that may be left unattended with children (even if just for a brief period) have enhanced DBS clearance. All volunteers helping on the trip who do not have a DBS MUST NOT be left unsupervised with the children.**
- Booking the visit and the transport;
- In order to plan LOfC activities and visits the EVC or Headteacher should be involved in discussing plans at an early stage. Routine or local visits such as sports fixtures also need to be planned. It may be possible to approve a series of events on a termly or annual basis. No financial commitment should be agreed until all relevant approvals have been achieved.
- Ensuring the EVC/office has a copy of all documentation;
- Organising the actual visit schedule in consultation with teacher colleagues e.g. pupil groupings, ensuring a first aider accompanies the trip, securing the appropriate number of adult helpers and how they will be deployed, disseminating any briefing information, teaching resources etc.
- All staff and volunteers going on the visit must be competent and fully briefed, including being aware of the risk management in place. Each adult must be fully briefed about the purposes of the visit and have all the necessary information and a list of their designated children. Each member of staff should hold a master list of all groups.
- Check with all adult volunteers in case there is anyone with a particular medical condition which may affect them on the visit. If so, you need to satisfy yourself as to their suitability and include them in the risk assessment if necessary. If unsure, discuss with the EVC. Also ensure that each volunteer takes a mobile phone with them and that you record all of their numbers on and upload on EVOLVE in 'other documents'. Give a copy of this to the office and to all adults going on the visit. They should keep this with them at all times.
- The Visit Leader should photocopy the academy's leaflet, '*Guidelines for helping on educational visits*' and hand it out to all adults at the beginning of the visit.

Use the following policies to support event planning: Safeguarding, Medicine, Behaviour for Learning, Staff Handbook, Individual EHCPs, Care Plans, Behaviour Plans etc. Incident reporting, Health and Safety Policy and Curriculum

- Leading and managing on the day.
- Parental Consent and contact details must be available for the Emergency Contact and the Visit Leader to take on the visit. This can include digital copies and may utilise IT solutions.
- In the event of an accident, please ring school immediately and alert the office unless the incident requires immediate responses from emergency services.
- If a child needs to be taken to hospital, the visit leader should ensure a member of staff accompanies them. They should also keep the school fully informed and the school will contact the parents/carers to inform them.
- If you are running late for any reason, please inform the school as soon as possible.
- Ensure appropriate safeguarding at all times: children must never be left unsupervised and toileting must be overseen by an adult – preferably a member of staff.
- Completing any post visit evaluation On return, the Visit Leader must report to the EVC and, where necessary, an evaluation report should be completed to support any learning about a 'near miss' or where an incident took place the relevant reporting mechanism must be followed.

If such a form was completed at the venue, there is a need to place such an occurrence on the record at the 'home' establishment.

- In addition, it is highly recommended that an evaluation of the visit's purpose and outcomes is carried out to review the learning achieved and educational value. It is possible, within 28 days, to record this through the EVOLVE visit form.

**(checklist can be found in appendix G)**

**Participants** are encouraged to consider hazards involved in LOtC activities and off-site educational visits and to assist in the design of appropriate risk management strategies that support their learning. They will be fully aware of the purpose and outcomes of the visit and understand expectations of behaviour. They will be able to evaluate the experience and the impact it has had on their learning.

## **GENERAL GUIDELINES**

To ensure good practice and compliance with the necessary regulations it is expected that:

1. Most visits will take place within the school day. Where times fall outside of this, parents will have received plenty of warning. A member of staff will always visit any new destinations in advance. Any activities on the visit provided by external providers should be by appropriately qualified and experienced people. A teacher should be also in attendance during such sessions.
2. All visit staff will familiarise themselves with the published advice and guidance.

Further information is available from the EVOLVE website ([www.westsussexvisits.org](http://www.westsussexvisits.org)).

Training for staff will be arranged by the school to include all aspects of supervision, on-going risk management (including being prepared to stop an activity that has become too hazardous) and how to deal with an emergency. Access to such training is also available through the Outdoor Education Officer.

3. The Local Area Visit Form available on EVOLVE is used to approve regular, low risk or routine visits such as sports fixtures. **See appendix A**
4. An EVOLVE Visit form must be completed for all residential visits, overseas visits, visits out of county and or for all adventurous activities whether on-site or off-site. The form will need to be submitted to the LA, four weeks in advance of the activity or visit date and before the school becomes financially committed. Residential visits need the Governing Body's approval. School Journey Insurance should be purchased for educational visits and evidence should be attached to the EVOLVE form. Visit Leaders should avoid duplication of cover being provided by a tour operator, or external provider.
5. The OE2 form provides information on what WSCC expects an external provider to provide and deliver. It should be sent to any provider being considered for the first time and attached to the EVOLVE form as evidence of the planning process. Please note WSCC 'check' a number of providers who are regularly used by WSCC establishments, these providers are listed on EVOLVE as 'checked'. **(see Appendix B)**
6. Risk management forms should be completed and attached to the EVOLVE form when risks are perceived as significant. External providers will have their own risk management documents that can be used to help in this process. For certain activities an Adventurous Activity Licence is legally

required (see [www.hse.gov.uk/aala](http://www.hse.gov.uk/aala)). If this is the case, the provider's licence number should be quoted instead of copies of their risk assessment documentation.

7. Only in extreme circumstances should staff be asked to transport children in their own vehicles. If so, then the following precautions must be taken:
- The adult who is driving must have appropriate business insurance that permits them to transport children (insurance documentation should be checked beforehand);
  - MOT, tax and license checks also need to be completed
  - Parents/carers of any children that will be transported in this way must be informed and their permission given – preferably in writing;
  - Children must be seat-belted in an age and size-appropriate car seat and only sit in the back seat.

### **Great expectations for Learning Outside the Classroom**

Each class to go out for a half term a year for a big block of outdoor learning.

- This big block of outdoor learning does not need to link with their current learning experience web but can do
- Each Class must go out at least once a week in this period
- Each Class will add to their termly parent web to inform parents when outdoor learning is and what clothes they need to provide a
- Include an update in monthly newsletter when you have been out to inform parents
- Each Class **must** go out at other times of the year as well and link these sessions with your curriculum
- Learning and Life skills ideally will be linked to outside learning and scaling used to measure progress
- A trained member of staff will be assigned to Each Class when it is your big block of outdoor learning. Teachers are expected to organise /swap with trained forest school type colleagues when teaching specific skills such as sawing, hammering. **Trained staff: Louise Custard and Janet Foster**

**The Local Area Visits Form available via EVOLVE will be used for the following visits:**

- **Local sports fixtures**
- **Walking visits within 2 miles of the school**

**These visits will be 'pre-approved' by the EVC/Head Teacher at the start or each term.**

**EVOLVE**

west sussex county council

### Add Local Area Visit

Establishment  
Local Authority

Visit Name

Date:

Leaving at 10 : 00 · Returning at 10 : 00

Where are you going?

Number of Students

Staff member in charge  
Simon Whitmore

Comments

Cancel Continue

**Appendix B**

For completion by providers of outdoor education, visit venues and off-site activities to West Sussex schools and education establishments

**Name & address of provider/organisation: -**

  
  
  
  
  
  
  
  
  
  

The provider named above is asked to give careful consideration to the statements below and sign in the space at the end of the form that the standard of service provided will meet the conditions listed.

Please tick all specifications you meet, cross any you cannot meet or write N/A against any specification, which does not apply to your provision.

Section A must be completed by all providers and evidence submitted upon request. Section B (adventurous activities) must be completed if applicable.

**Section A – ALL PROVIDERS**

- |     |  |                          |
|-----|--|--------------------------|
| 1.  | The provider complies with relevant health and safety regulations, including the Health and Safety at Work etc Act 1974 and has a health and safety policy and risk assessments which are available for inspection.  | <input type="checkbox"/> |
| 2.  | Accident and emergency procedures are maintained, and records are available for inspection.  | <input type="checkbox"/> |
| 3.  | The staff have the experience, competence, and professionalism to work with the age range and abilities of prospective groups.   | <input type="checkbox"/> |
| 4.  | The provider has a Code of Conduct, which can be provided in advance of any booking and to which visiting groups should adhere.  | <input type="checkbox"/> |
| 5.  | All reasonable checks, including Disclosure and Barring Service checks, are made on staff that have frequent and intensive access to young people  | <input type="checkbox"/> |
| 6.  | There are adequate and regular opportunities for liaison between visiting staff and the provider’s staff and there is sufficient flexibility to make changes to the programme if necessary and the reasons for such changes will be made known to visiting staff.                          | <input type="checkbox"/> |
| 7.  | The provider has public liability insurance cover of at least £5million, <b><i>(please attach a copy of your certificate of public liability insurance cover) (please note £10 million may be required for sub aqua and airborne activities).</i></b>                                      | <input type="checkbox"/> |
| 8.  | The provider will take all reasonable steps to allow inclusion and participation for any child or young people who has special needs or a disability, following a risk assessment process, in line with the Special Educational Needs and Disability Act 2001 and The Equalities Act 2010. | <input type="checkbox"/> |
| 9.  | The provider encourages responsible attitudes to the environment as an integral part of the programme.   | <input type="checkbox"/> |
| 10. | All vehicles are roadworthy and meet statutory requirements. Drivers are PCV qualified or operate with a small bus permit and local minibus driving assessment.  | <input type="checkbox"/> |
| 11. | A current fire certificate covers all accommodation – or advice from a fire officer has been sought and implemented and a fire risk assessment has been completed.   | <input type="checkbox"/> |
|     |  | <input type="checkbox"/> |



Date:

Name:

Position in Org:

Email (general):

Website:

***Thank you for completing this form.***

***Please return it, along with a copy of your Public Liability Insurance Certificate, to the school/establishment that sent it to you, or alternatively send it to:-***



Outdoor Education  
The Grange, 2<sup>nd</sup> Floor,  
County Hall  
CHICHESTER  
West Sussex  
PO19 1RG  
e-mail:  
[outdoor.education@westsussex.gov.uk](mailto:outdoor.education@westsussex.gov.uk)

## Appendix C

### Standard Operating Procedure for Coach Travel

The following process will be followed whenever a coach is used to transport children or young people.

- Coaches will be only be booked from licenced operator whose details have been checked at <https://www.gov.uk/find-vehicle-operators>
- Where reasonable coach operators with one of the following will be contracted:
  - Coach Marque <https://www.coachmarque.co.uk/operators/?q=>
  - BUSK Benchmark <https://www.busk-uk.co.uk>
  - Road Operators Safety Council Safe Driver Award <http://rosco-uk.org/safe-driver-awards/>
- On arrival a member of the visit leadership team will meet the coach and ensure the driver is fully briefed, to include destination, timings, numbers, specific requirements.
- The member of staff will visually inspect the coach to ensure it appears safe key safety features are present for example fire extinguisher.
- The member of staff will raise any issues found with the driver.
- The member of staff will also satisfy themselves that the driver is fit to drive i.e. does not smell of alcohol, is not unduly tired.
- All participants will be briefed before leaving the school on how to board and disembark the coach this should include:
  - Wearing seatbelts at all times, if fitted
  - No standing whilst the coach is moving
  - What to do if they become ill
  - Information about eating and drinking on the journey
  - To remain seated on arrival until told to move by staff
- Staff will sit next to all emergency exits, if this is not possible as a minimum a member of staff will sit in the centre seat and at the rear of the coach and either at the middle exit or the front seat of the coach.
- On arrival a member of staff will disembark first to ensure it is safe for the children and young people and identify a safe rendezvous point.
- If the journey requires rest stops children and young people should be instructed on what to do and timings before leaving the coach. On return a register must be taken, head counts are not recommended.
- On the return journey a full register must be taken before departure, head counts are not recommended. The briefing given on the outbound journey should be repeated.

#### Coach Breakdown

If a coach suffers a breakdown the Visit Leader will discuss the best course of action with the driver to safeguard the children and young people. On a motorway the likelihood is that all passengers will be instructed to leave the coach and gather beyond the crash barriers.

The Visit Leader must notify the Emergency Contact as soon as possible.

All staff will monitor the use of mobile devices by the children and young people.

#### Coach Accident

The Visit Leadership must check everyone for any injuries and treat as necessary.

The Visit Leader must notify the Emergency Contact as soon as possible.

Advice given by the emergency services must be listened to and acted upon.

## Appendix D

### Standard Operating Procedure for Rail Travel

All staff, children and young people will be briefed in advance of any visits utilising rail travel, including underground trains and trams. This must include behaviour expectations, group members and leader, what to do if they miss the train, that they must not to operate doors or windows.

Large groups will be divided into sub-groups each with a competent adult leader. Children and young people will be assigned a 'buddy' with whom they must remain at all times whilst travelling.

Group leaders will complete a register before entering the station.

Group leaders will ensure the group moves in an orderly fashion.

Group leaders will ensure everyone stays well back of platforms edges.

Where required only group leaders will press door open buttons.

Leaders will board and disembark last.

If trains are overcrowded it may be necessary for small groups to travel independently of the main group, if this is the case pre-determined and agreed meeting points must be known to all adults.

Wherever possible children and young people will be seated.

If a pair miss the train, they should remain on the platform from which the train departed and ideally wait with a member of station staff for the school member of staff to return.

If travelling in London the Visit Leader should advise TFL beforehand to take advantage of any additional assistance that may be available on platforms and with boarding and alighting from Tube trains

<https://tfl.gov.uk/info-for/schools-and-young-people/>

In the event of an incident or accident instruction given by the transport staff must be followed.

## Appendix E

### Lost Child, Young Person or Staff Member

To minimise the risk of a child, young person or adult being lost registers will be taken by the Visit Leader or Group Leader at key points, these include before departure, on arrival, when working in smaller groups, on return from activity, at break times and before departure. Head counts should be avoided especially when volunteers are being used who do not know the children or young people.

Staff, children, and young people may be issued with emergency contact details, this can be recorded on a card, lost child wrist band, labels or similar.

The following suggested actions are dependent on the age of the person missing, time of day, location, ability, known risks and should not be read as a definitive list of actions.

#### **On discovering a member of the party if missing**

- Gather everyone together, ensure their safety and keep them together,
- Send a member of staff to check the last place the missing person is known to have been,
- Send a member of staff to any key points where the missing person may have returned,
- Try to contact the missing person via phone or messaging service,
- Contact the Emergency Contact,
- Notify local police, tour operator if applicable,
- Discuss with emergency contact/member of school leadership team whether group should continue with the visit as planned or be moved to another appropriate location,
- Group moves on to next destination leaving a member of staff and tour company representative or other local expert to continue search (under direction of leadership team member and local authority),
- Keep in regular contact with the member of staff left behind and with school's emergency contact,
- Warn students and parents/carers in advance of the use of social media and the unnecessary concern this can cause,
- Following any incident, all present not to use social media, mobile phones, or text home until you have given them clear information and permission. This will be after you have discussed with the Emergency Contact.

### Example Code of Conduct

You will agree to:

- behave responsibly at all times.
- comply with all instructions at all times.
- take responsibility for your own possessions.
- keep all facilities clean, tidy and undamaged.
- abide by all host facility rules and regulations.
- be aware of all emergency procedures.
- in the event of an emergency, follow emergency procedure instructions.
- understand the rules concerning the purchase, possession and consumption of alcohol.
- understand the rules concerning the purchase, possession and use of tobacco.
- understand that the possession and use of non-prescribed drugs and/or illegal substances is strictly forbidden.
- inform staff of any relevant medical conditions or injuries.
- inform a member of staff of any hazards and report any damaged or unsafe equipment.
- wear appropriate clothing.
- return all borrowed equipment in the same condition in which you received it.
- safeguard personal belongings and borrowed equipment.
- ensure that you understand any restrictions regarding the use of mobile telephones.

On the coach

- Remain in your seat, unless given permission to do otherwise.
- Wear your seat belt whilst being transported in a minibus or coach.
- Luggage should not block the aisle and be kept on the luggage rack or under the seat.
- Litter should be put in the bags provided.
- Do not distract the driver – no shouting out, no flash photography etc.
- If you begin to feel travel sick, inform a member of staff.
- Not to disembark until asked to do so.
- When disembarking, be aware of traffic movement and direction.

Motorway service stops

- Follow instructions from staff regarding where you are allowed go and how long you may spend in the service station.
- Remain inside the service area for the duration of the stop and ensure that you are back on the coach at the given time.

On the ferry, at the airport and on the railway station

- Ensure you understand the importance of remaining in your group at these busy locations.
- Ensure that you understand that timings are vital.
- Ensure that you understand security arrangements and limitations.
- Follow instructions from crew members.

- Follow all instructions regarding being on boat decks.
- Visit shops in groups - never alone.
- Ensure that you stay back from the edge of railway platforms.
- Remember where the group is based and how to locate or contact staff.

#### Staying in the hotel

- Ensure that you read all notices and understand all instructions regarding fire and safety procedures.
- Ensure that you understand the location of duty staff.
- Ensure that you understand any instructions regarding permission to leave the hotel.
- Ensure that you understand any instructions, which limit your access to parts of the hotel. e.g. bar, casino, swimming pool.
- Ensure that you understand the dangers of balconies and any instructions regarding access.
- Ensure that you understand all instructions regarding access to other peoples' bedrooms.
- Ensure that you arrive on time for meals and meetings.
- Ensure that you understand any restrictions regarding the use of mobile telephones, taking pictures, internet access and viewing videos and DVDs.

#### Excursions

- Remain in your designated group.
- Know which member of staff is your nominated leader.
- When unaccompanied by staff, ensure that you understand any instructions and limitations.
- Ensure that you always carry your emergency contact card.

Failure to comply with this Code of Conduct may result in sanctions.

## Appendix F

### Personal Challenge Commitment

As staff we will work to ensure each activity will:

- provide a significant personal challenge,
- develop independence,
- develop team working skills,
- introduce a new part of the UK and its culture,
- provide an introduction to enriching leisure pursuits,
- do our best to meet the needs of every student,
- to support a challenge by choice approach,
- share decisions and be open and honest with every student.

As participants we will:

- be committed,
- be willing to take responsibility for ourselves and our own actions,
- be willing to work for the benefit of the team,
- to participate,
- respect the privacy and feelings of others.

## Appendix G

### Planning Checklist for Learning Outside the Classroom (LOtC)

This checklist has been designed to support Head Teachers, Educational Visits Coordinators (EVCs) and Visit Leaders to ensure:

- The maximum educational benefit to children and young people.
- The safety of all those involved in LOtC.
- Effective organisation and administration of LOtC.

It may be used both to aid planning and approval by the Head Teacher or EVC. It is recommended that visits are recorded on EVOLVE wherever possible.

#### Visit Leader

The Visit Leader must be an employee of the establishment. (e.g. the establishment has all the personal details, references, qualifications, DBS checks etc. that would be expected of an employee). The Visit Leader may be providing this service as a volunteer.

#### Visit Type

Is the visit residential, overseas or does it include adventurous activities? If yes, then Local Authority approval is required and the visit must be submitted via EVOLVE.

If no local policies may be followed although the use of EVOLVE is strongly encouraged.

#### Purpose and Intended Outcomes

Are there clear educational outcomes, curricula or extra curricula, and have clear learning outcomes been identified and intent defined?

Have these purposes and outcomes been clearly communicated with all staff and if applicable the external provider to support implementation?

Are they appropriate to the age and ability of the group?

#### Visit Date and Times

Is there adequate time and opportunity to plan and prepare for the visit? At least 4 weeks' notice required for LA approval.

**Venue – the location only and is not providing any activity e.g. a local park**

Is the venue appropriate to the visit, purpose and intended outcomes?

Has a there been a pre-visit to the venue? Consideration given to travel, access, equipment, emergency procedures, shelter etc.

**External Provider – the location’s staff are providing some activity**

If you are using an external provider have, they been checked by the Local Authority or do they hold a Learning Outside the Classroom quality badge?

If no they need to complete and OE2 in advance of the visit?

**Adventurous Activities**

Does the programme include Adventurous Activities?

If yes, are the staff leading them appropriately qualified?

Has the Visit Leader consulted the WSCC Adventurous Activities Guidance?

The visit must be submitted for LA approval via EVOLVE.

**Travel Arrangements**

Has appropriate transport been booked?

If using school minibuses are drivers appropriately trained and checked?

If using staff cars have vehicles and drivers been appropriately checked?

If using parental transport organised by the school, have licences, insurances, MOT's etc been checked, and copies taken?

Are there procedures in place in the event of delay or cancellation?

## Staffing

2. Have enough staff been allocated to the visit to meet minimum ratio requirements?   
West Sussex County Council recommends:

- EYFS and Key Stage 1 – maximum number of children to 1 adult = 6
- Key Stage 2 – maximum number of children to 1 adult = 15

Are staff members and other adults suitably experienced and competent?

Have all staff members and other adults been vetted?

Have individual needs of group members been considered in the staffing plan?

Is the staff team mixed gender?

Does the staff team include enough suitable first aiders?

Have staff been briefed on all aspects of the visit:

- Roles and responsibilities.
- Learning outcomes.
- Group and individual needs including staff.
- Supervision plans.
- Communication arrangements.
- Programme.
- Standards of behaviour.
- Tasks.
- Use of social media and photographs.
- Emergency plans.

## Attendees

Are all the attendee's pupils at the school?

Have medical and other individual needs been considered?

Has the ability of the group been taken into account?

Have the attendees been briefed on:

- Clothing and equipment.
- What do is they get lost or separated.
- Significant hazards.
- Group members and leader.
- Behavioural expectations.
- Outcomes.
- Social media and mobile use.
- Emergency plans.

### **Emergency Contact**

Has a named emergency contact been identified?

Are they available for the duration of the visit?

Does the emergency contact have the following?

- Group details, including staff and volunteers.
- Contact numbers.
- Programme.
- Access to the emergency response plan.

### **Insurance**

Is the visit covered by an existing insurance policy?

Has the provider's insurance been checked?

Is any additional cover required?

Does the visit leader have original signed parental/carer consent forms and medical forms for residential and overseas visits?

### **Risk Assessments**

Have the significant hazards involved in the visit been fully considered?

Have suitable and sufficient risk assessments been prepared and recorded?

Have participants with specific requirements been fully considered?

  

Are event specific assessments required?

Complete EVOLVE and upload appropriate risk management documents. Many organisations will have their own. Please ask them to send you a copy when you book, particularly accessibility information/risk assessments for pupils with additional needs.

- ALL EVOLVE visit forms must be agreed:
  - at least two weeks before the visit; and
  - at least four weeks before a residential visit or one involving adventurous activities which require approval by the LA Outdoor Education Officer.

### **Parental/Carer Letters**

Have parents and carers been provided with enough information to allow them to give informed consent?

Have any financial contribution requests been clearly itemised as those which are voluntary and those which are chargeable?

Has a parents/carers information event been organised?

### **Programme**

Has the programme been designed to meet the learning outcomes and objectives?

Is the programme suitable for the group?

Are all staff aware of the programme?

Are all participants aware of the programme?

Are all parents/carers aware of the programme?

Has a 'plan b' been made to cover foreseeable hazards such as bad weather, transport disruption or other delays?

**Other relevant documents**

Staff cover requirements.

Accounts?

Code of conduct?

**Approval**

Is the visit approved locally?

Does the visit require LA approval via EVOLVE?

**Evaluation and Review**

Were the intended outcomes and learning objectives achieved?

Was the venue/provider suitable?

Did the staff perform as required?

Were the risk assessments suitable?

Have all incidents been recorded and reported via your normal routes?

