



Learning Outside the Classroom/Offsite Visits

Health and Safety Policy Guidelines



SIMPSON'S LANE ACADEMY

Learning Outside the Classroom/Offsite Visits Health and Safety Policy Guidelines

RATIONALE

Safely managed educational visits with a clear purpose are an indispensable part of a broad and balanced curriculum and a vibrant part of Simpson's Lane as a successful academy. They are an opportunity to extend pupils' learning and enrich their appreciation and understanding of themselves, others and the world around them. They can be the catalyst for improved academic performance, a lifetime interest or in some cases professional fulfilment. They are to be encouraged.

PURPOSE

1. To ensure that every pupil has the opportunity to benefit from education visits.
2. To ensure all visits are safe, purposeful and appropriate to meet educational needs of pupils taking part.
3. To enable the school to identify appropriate functions, responsibilities, training, support and monitoring for all EAB members, Principals, staff, helpers, pupils and providers involved in education visits.
4. To comply with Delta Academies Trust 'Policy for the Management of Learning Outside the Classroom / Offsite Visits and Activities'; use "Offsite Visits-Operational Procedures" and keep up to date with further advice.
5. To meet DfES guidelines (1998) entitled 'Health & Safety of Pupils on Education Visits' (HASPEV); DfES 3 part supplement any guidance published July 2002 and DfE Health and Safety 2011 Guidance.
6. To ensure where appropriate further advice is sought from Delta Academies Trust and other technically competent personnel.

BROAD GUIDELINES

Key Point – These guidelines can be captured simply in four words:

PLAN – DO – REVIEW – RECORD

APPROVAL

- All visits are linked to the academy aims and where possible planned and approved well in advance in accordance with visits planning procedures. (See visit timescales)

- The EAB will be informed of all visits but delegate approval of low risk and routine visits and occasional opportunities to the Principal and EVC (See delegated approval levels).
- After Principal's approval all higher risk visits including adventurous activities, residential experience and foreign travel will be submitted for the EAB approval and Delta Academies Trust approval
- A named Educational Visits Coordinator (EVC) will be appointed
- The EVC will identify and record with the minimum paperwork, qualifications, training, development, induction and apprenticeship arrangements for all visit leaders
- The EVC will approve visit leadership, planning checklist, risk assessment, management and evaluation of all visits.
- There will be a named visit leader (and where appropriate, deputy) on all visits.
- The visit leader will ensure sufficient staff and helpers of the right experience are checked (DBS if appropriate) and briefed throughout the visit.
- The visit leader will ensure risk assessment and management including generic, site specific and ongoing are undertaken and recorded.
- The visit leader will ensure Best Value principles are used when selecting providers, appropriate checks are made, insurance and financial support procedures are followed.
- Visit leaders will ensure a named person, emergency procedures and systems for recording and sharing information on accidents and near misses are in place before briefing pupils and parents.
- Visit leaders will, where possible, undertake exploratory visits or seek references from other academies if using new venues.

PARENTS

- Within the academy prospectus parents will be given details about Learning Outside the Classroom/Offsite Visits practice safety procedures etc.
- Parents will be given sufficient written and other information about all visits to make informed decisions and give written consent, medical and contact details.
- Where appropriate for high risk, residential and foreign visits meetings with parents will be arranged.
- Expectations of behaviour and codes of conduct will be explained to parents. This will include the need to meet the cost and make arrangements for collecting children in certain circumstances.

PUPILS

- Pupils should be briefed about aims, expectations and codes of conduct for all visits. Ongoing briefings are an important part of learning and safety.

- Where possible pupils should be involved with planning, developing codes of conduct, assessing/managing risk and evaluating their own attitude, behaviour, development and learning.

VISIT TIMESCALES

DAY OUT TRIPS:

- Principal needs to be notified half a term in advance.
- Governors need to be notified two weeks in advance.

RESIDENTIAL TRIPS:

- Principal needs to be notified two and a half terms in advance.
- Governors need to be notified two terms in advance.
- Delta needs to be notified 6 weeks in advance.

NB The Trust timescales for visit authorisation by the Trust should remain unchanged.

DELEGATED LEVELS OF AUTHORISATION

DAY OUT VISITS:

- Risk assessments need to be completed and sent to the EVC (through EVOLVE) two weeks before trip is to take place.
- The EVC will need to send risk assessments to the Principal a week before the trip is to take place for final approval.

RESIDENTIAL VISITS:

- Risk assessment approval for the EVC will need to be done one and a half terms in advance.
- After EVC approval, risk assessments will need to be sent for approval from the EVC to the Principal one term and two weeks before the trip is to take place.
- After Principal's approval of the trip, risk assessments and adventurous activities will be submitted to Governors and SPTA for final approval six weeks before the trip is to take place.

CONSENT FORMS

All visits should have appropriate parental consent, which should always be readily/easily available to visit leaders. For data protection consent forms/signatures should be stored for 12 months.

CONCLUSION

Although part of health and safety policy, learning outside the classroom/offsite visits are an integral part of the curriculum plan and strategies for learning. It should be closely linked to equal opportunities, special needs, policies for inclusion and staff development.

Signed  (Chair of EAB)

Date: January 2017

Signed  (Head of Academy)

Date: January 2017