



Kings Langley School

Unlocking Potential for Life

Learning outside the classroom Policy

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Rationale

This policy exists to provide a framework for supporting our stated aim of “ensuring the happiness of every individual in our community” and to promote a climate which enables all students to flourish, regardless of ability, personal circumstances or special needs, and supports our desired outcomes of developing "strong character".

Character Development: Commitment to Equality and Diversity

This school is founded on a set of fundamental values designed to enable all students and adults connected with our community to flourish and succeed, regardless of background or circumstances. We are determined to be open to people, places, methods and ideas—and as such, equality and diversity are at the heart of everything we do. Our continued dedication to social justice and equality of opportunity is embodied in everything we do.

We are creating an inclusive school community where:

- People are treated with dignity and respect.
- Inequalities are challenged.
- We anticipate, and respond positively to, different needs and circumstances so that everyone can achieve their potential.
- We value diversity and we recognise that different people bring different perspectives, ideas, knowledge and culture, and that this difference brings great strength.
- We believe that discrimination or exclusion based on individual characteristics and circumstances, such as age; disability; caring or dependency responsibilities; gender or gender identity; marriage and civil partnership status; political opinion; pregnancy and maternity; race, colour, caste, nationality, ethnic or national origin; religion or belief; sexual orientation; socio-economic background; trade union membership status or other distinctions, represents a waste of talent and a denial of opportunity for self-fulfilment.
- We recognise that patterns of under achievement at any level and differences in outcomes can be challenged through positive intervention activities designed to bridge gaps.
- We respect the rights of individuals, including the right to hold different views and beliefs. We will not allow these differences to be manifested in a way that is hostile or degrading to others.
- We expect commitment and involvement from all our staff, students, partners and providers of goods and services in working towards the achievement of our vision.

Aims

This policy aims to:

- Set out our approach to offsite visits and providing opportunities for our young people to continue their learning outside of the classroom.



- Explain how opportunities for learning outside the classroom should be planned, organised and evaluated to ensure complete safety for all involved.
- Clarify our expectations for behaviour and conduct on all trips and opportunities for learning outside the classroom.

Learning Outside The Classroom (LOtC) Activities

“Not all classrooms have four walls” Clarie Trickett

Learning outside the classroom refers to all learning and recreational activities that involve taking students away from their usual classroom environment.

The Staff and Governors of Kings Langley School acknowledge the immense value of off-site visits and related activities to our students, and fully support and encourage those that are well planned, purposeful and complement our curriculum.

All visits and LOtC activities will need to be planned in such a way as to ensure that the benefits and learning intentions are clearly identified and understood by the supervising staff and adults beforehand and can form the basis for an objective evaluation afterwards. A strategic overview of these activities should ensure that these are planned into the school calendar, have balance for the different year groups and ensure equal opportunities for all students.

Provision of Employer Guidance

This document provides concise and supportive guidance for the planning and management of off-site visits and related activities. It is available electronically on the school's handbook and on 'EVOLVE', along with a number of other supporting documents.

Kings Langley School uses Hertfordshire's Internet-based system, 'EVOLVE', to facilitate the efficient planning, management, approval, and evaluation of visits. All staff that lead or accompany visits can access their own 'EVOLVE' account, which is set up by the IT Manager in consultation with the EVC/HSO (Educational Visits Coordinators/Health and Safety Officer).

Arrangements and considerations for all visits and LOtC activities will be recorded, either on 'EVOLVE', by means of standard operating procedures using generic risk assessments, and offsite visits forms (OV forms) or in standard lesson plan format, as deemed most appropriate by the Headteacher in order to minimise the associated bureaucracy.

Scope and Remit

It is a legal expectation that employees must work within the requirements of their employer's guidance. This policy relates to Hertfordshire's "Policy for the Management of LOtC and Offsite Visits" and it is the expectation that all staff will follow its requirements. Hertfordshire is currently the Schools' External Adviser for LOtC.



Hertfordshire County Council has formally adopted the Outdoor Education Advisers' Panel's (OEAP'S) "National Guidance" as its own Employer Guidance and principal course of guidance and information regarding good practice for LOtC and Offsite Visits.

This policy applies to all members of staff, and other adults associated with Kings Langley School who take responsibility for children and young people participating in learning and recreational activities in environments that are different from where the young people are usually based. It therefore applies when organising and supervising students taking part in off-site activities and visits, as well as when taking part in on-site activities outdoors, or outside their normal classroom environment.

Ensuring Understanding of the Basic Requirements

This policy provides the key reference for sound planning for learning and recreational activities that involve taking groups of students away from their usual classroom environment. It should be implemented when using places such as:

- the school's own grounds
- the local environment
- places further afield, e.g. visits to local libraries, theatres and museums etc.
- residential venues
- learning ventures abroad

and involves any one of the following:

- direct supervision of students undertaking experiences beyond the boundary of their normal classroom;
- direct supervision of students undertaking experiences that fall within the remit of LOtC;
- facilitating experiences for students undertaking experiences beyond the boundary of their normal classroom;
- deploying staff who will supervise or facilitate experiences of or for students undertaking experiences beyond the boundary of their normal classroom.

As an employer, we ensure that our staff are provided with:

- This policy to give appropriate guidance relating to trips and LOtC activities
- Training regarding running trips (as part of the New Staff Induction training)
- Access to advice and support of the guidance, required training and expectations set by current practice from the Establishment Manager and/ or Educational Visits Coordinator (EVC)

Staff must ensure the students are supervised in accordance with the contents of this policy, regardless of whether or not the activities take place within or outside of normal working hours, including weekends and holiday periods.

Learning Outside the Classroom at Kings Langley School

Kings Langley School has a strong commitment to the added value of learning beyond the school day, beyond the school premises and outside of a regular teaching environment.

We consider it vital that we maintain a broad, progressive and extended curriculum which includes ensuring that students have opportunity to experience first-hand activities outside the classroom. This include enhancing and expanding their experiences, cultural capital and encouraging them to get involved with voluntary work and providing social action, by giving service to others.



Kings Langley School encourages a range of activities that take place outside of the classroom, all of which support the school's ethos and aims. These include:

- Outside of regular teaching environment lessons (e.g. Science lessons on the field)
- Out of hours clubs (e.g. Music, Drama, Technology and PE)
- School representative teams
- Nearby visits to local places of interest, day visits for particular groups of students
- Work shadowing or work experience
- Field trips (e.g. Weymouth)
- Residential and overseas visits; adventurous activities
- Duke of Edinburgh

Aims

All departments within Kings Langley School are encouraged to take students' learning outside of the classroom. Kings Langley School recognises the importance of Learning Outside the Classroom and the benefits it brings. The aims of Learning Outside the Classroom include:

- Introducing students to a range of new experiences
- Developing the curriculum through using environments outside of the classroom
- Progressive levels and ranges of student experience
- The development of confidence, character, self-awareness, resilience and social skills (e.g. communication and leadership)
- The opportunity to learn new ideas, facts and concepts in a real world context
- Growth through challenge and independence
- Achievement through awards, school displays and student presentations
- Increased motivation and a willingness to learn that contributes to raised levels of achievement
- Broadened horizons and aspirations that allow students to believe they can achieve

Student entitlement

All students at Kings Langley School will be entitled to access Learning Outside the Classroom. This could involve:

- The development of an effective learning environment in each subject area that includes appropriate resources to enable positive and progressive teaching and learning
- Planned inclusion of Learning Outside the Classroom within and across subjects
- Enhanced timetabling that takes into account that activities may involve adaptations to the timetable
- Continuity and progression within and across phases and key stages
- The inclusion of assessment, both formative and summative
- Progression from the more straightforward and familiar to the more challenging
- The celebration of achievement using a variety of mediums, including the school website
- Involvement in the reflection of activities

Roles and Responsibilities

Under the Health and Safety at Work Act (1974), health and safety responsibilities lie with the employer. This might be a Local Authority (LA) or Governing Body or a Management Panel. An employer has the legal responsibility to carry out the duties imposed by the Act. However, employers can delegate the tasks necessary to discharge these duties, even though the overall responsibility for



health and safety rests with the employer.

In Hertfordshire, the tasks of scrutinising and approving arrangements for Offsite Visits and LOtC activities are delegated to the Headteacher of the school in accordance with National Guidance.

Role of the Headteacher

In some large establishments the Headteacher may choose to further delegate the tasks of scrutinising and approving Offsite Visits and LOtC activities to another member of the Senior Leadership Team (SLT) or appropriate member of staff. At Kings Langley School, this includes:

- the Health & Safety Officer (in the role of EVC)
- Time Table Manager
- School Manager
- Finance Office

This LOtC team will ensure that: -

- All off-site visits and LOtC activities comply with employer guidance and are notified or submitted for formal approval as required
- All staff involved are competent to carry out such responsibilities as they may be allocated
- Along with the designated visit leader (VL) that the employer requirements are met, including undertaking EVC Training as recommended or required by the employer
- Any staff taking part in the visit or activity will follow the instructions of the designated VL (who will have sole charge of the visit)
- Suitable child protection procedures are in place, including vetting at an appropriate level of all voluntary helpers. Where access to the students is regular or significant, CRB checks must be in place as require
- They are assured that the EVC, Visit Leaders, assisting staff and voluntary helpers are appropriately trained and competent to carry out such tasks as they are allocated
- Sufficient time is assigned for staff to organise visits properly
- A culture of apprenticeship /succession planning, to ensure sustainable visits and the development of competent visit leaders and EVCs, is supported within Kings Langley School
- The EVC is supported in ensuring that visits are effectively supervised with an appropriate level of staffing
- The EVC is supported in ensuring that visit information has been shared with parents and that consent has been sought where necessary
- Arrangements are made for the medical needs and special educational needs of all the students and staff
- Inclusion issues are addressed
- Suitable transport arrangements are in place and meet any regulatory requirements
- Insurance arrangements are appropriate
- Details related to the visit (including person details of both students and staff) are accessible at all times to a designated 24/7 emergency contact(s) in case of a serious incident
- That there are contingency plans in place should the visit plan be significantly changed or cancelled (Plan B)
- Arrangements are in place for the governing body to be informed of such visits
- Staff are aware of the need to obtain best value. Appropriate consideration must be given to financial management, choice of contractors, and contractual relationships
- Staff should identify the types of visit that require a preliminary visit
- All staff should complete the set format for recording written risk-benefit assessments. Such risk-benefit assessments should be proportional, suitable and sufficient and based on the



'Principles of Sensible Risk Management'. The adoption of materials made available by employers to reduce bureaucracy is good practice

- Where the activities or visit involves a third-party provider, appropriate assurances have been sought; national schemes e.g. LOtC Quality Badge, AALS licence, Adventuremark, or a clear management Statement of Competence, are recognised as being in keeping with National Guidance. Visit leaders may however wish to investigate the detail of Risk Assessments etc.
- All visits are evaluated with regard to best value, teaching and learning, quality experiences, addressing issues raised by any serious incident and to inform the operation of future visits; OV11 (Review of offsite visits form) is a useful vehicle for doing this.
- Appropriate emergency procedures are completed in case of a major incident
- Parents are appropriately informed in the event of a serious incident;
 - Serious incidents are reported to the employer as required by employer guidance, meeting the requirements of RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations).

Role of the External Visits Coordinator (EVC)

To help fulfil its health and safety obligations for visits, Kings Langley School has a designated EVC along with the School Manager and the Time Table Manager (both EVC trained) who support the Headteacher.

The EVC will: -

- Be specifically competent, ideally with practical experience in leading and managing a range of visits similar to those typically run by Kings Langley School. Commonly, but not exclusively, such competence will be identified in a person on the Senior Leadership Team (SLT). Where the EVC role is attached to an administrative post, or where a post holder is not an experienced visit leader, they will receive support in the form of regular consultation meetings with the Head or School Managers.
- Attend training, and update training, as recommend by the External Adviser.
- Support the Headteacher in ensuring that competent staff are assigned to lead and accompany visits, and with approval and other decisions. The Preliminary Approval form is an essential part of this process.
- Ensure that a policy is in place for offsite visits and LOtC activities, that it is updated as necessary, and is readily available to staff, (e.g. via EVOLVE) and that procedures should aim to minimise bureaucracy, taking full advantage of any national schemes that provide assurances regarding safety and quality of provision (e.g. there should be no need to seek assurances from adventure activity providers who hold the LOtC Quality Badge, or a current AALS Licence, or Adventuremark).
- Have an understanding of the Manifesto for LOtC and the supporting rationale.
- Ensure Offsite and LOtC activities meet the external adviser's guidance requirements.
- Ensure the Headteacher, Visit Leaders, assisting staff and voluntary helpers understand that all staff involved in visits have access to support at an appropriate level to ensure that external advisers' guidance, and Kings Langley School procedures are properly understood.
- Ensure Offsite activities must be led by competent leaders and that assistant supervisors are competent to carry out the tasks to which they are assigned. This is managed through the SLT approval processes.
- Ensure that leaders and assistant leaders, including voluntary helpers are suitably supported.
- Support the Headteacher with approval and other decisions.
- Monitor visit planning and ensure that there is adequate post trip evaluation.
- Ensure DBS checks are in place where required.
- Provide sufficient guidance to visit and activity leaders regarding information for parents and parental consent.



- Ensure there is a 24/7 emergency contact(s) for each and every visit and that emergency arrangements are in place.
- Ensure that medical and first aid issues are addressed.
- Ensure that emergency arrangements include emergency contact access to all relevant visit records, including medical and next of kin information for all members of the party and including staff.
- Ensure that visits and LOtC activities are reviewed and evaluated; this process will require the reporting of accidents and incidents.
- Ensure that visit policies and procedures are reviewed on a regular basis and immediately following any serious incident or systems failure.
- Keep up to date via EVC training events and employer information updates.

Role of the Visit Leaders (VL)

The Visit Leader will: -

- Have the overall responsibility for supervision and conduct of the visit. They must be an employee and not a volunteer
- Be competent to take on such responsibilities and tasks as may be allocated or required for the duration of the visit/activity and be approved to do so; as part of the Preliminary Approval process
- Plan and prepare for the visit, taking a lead on risk management. Kings Langley School sees it as good practice to involve all participating staff in the planning and risk management process for any given offsite visit or LOtC activity to ensure wider understanding. It is also seen as good practice to involve students in these processes wherever appropriate
- Define the roles and responsibilities of other staff (and students) to ensure effective supervision.
- Ensure that where any accompanying staff includes someone with a close relationship to a member of the group, there are adequate safeguards to ensure that this will not compromise group management
- Ensure that child protection issues are addressed. e.g. DBS checks
- Collate, make available and disseminate relevant information to supporting staff, parents and students as appropriate
- Make sure there is access to first aid at an appropriate level
- Arrange pre-visit information meetings where appropriate
- Evaluate all aspects of the visit, both during and after the event; via the use of OV11, where appropriate
- Ensure that staff and other supervisors have been appropriately briefed on:
 1. the students making up the group, including age, health characteristics, capabilities, special educational needs, behaviour and any other information that seems relevant in the context of the planned activities
 2. the nature, location and duration of the activity
- Ensure the visit is effectively supervised; the overarching duty of care remains with the accompanying Kings Langley staff, even when partial responsibility is shared with a provider. Should the provider run the activity in a way that causes concern, the accompanying staff should consider stopping the activity at the first appropriate moment. Such an intervention will need to be used with great sensitivity and discretion to ensure that it does not result in students being put at greater risk
- Ensure that all staff and any third party providers have access to emergency contact and emergency procedure details
- Have been guided in 'Visit Leader Awareness'



The Role of the Member of Governing Body

There will be a member of the School's Governing Body who is designated as specifically responsible for Offsite Visits and LOTC activities. This is usually, but not exclusively, the Chair of the Resources Committee.

This person's role is to "enable and ensure" by acting as a "critical friend".

They will ensure that: -

- They have a clear understanding of whether the governing body is the direct employer of Kings Langley School staff; in which case the body will carry the same responsibilities as those of a Director of Children's Services
- They have an understanding of how outdoor learning supports a wide range of learning outcomes
- They have access to external adviser guidance as well as Kings Langley School policy, and can seek support should they require it.
- Kings Langley School policy clarifies their involvement in the visit approval process
- There is an EVC in place that meets with employer requirements
- There are formal notification and approval procedures in place that meet with employer recommendations and requirements
- The Kings Langley visit policy supports the principles of inclusion
- There are monitoring procedures in place.

Competence

Competence is a combination of experience, training/qualifications and common sense. The competence of the visit leader (VL) is the single most important contributory factor in the safety of participants. This is assessed during the "Preliminary Approval" process.

Consideration will be given to the following when assessing the competence of a member of staff to lead a visit:

- a) What experience has the leader in leading or accompanying similar or other visits? (check Visit History on 'EVOLVE').
- b) Is the leader competent in planning and managing visits?
- c) What are the leader's reasons for undertaking the visit?
- d) Is the leader an employee at the Kings Langley School?
- e) Does the leader have the ability to manage the pastoral welfare of students?
- f) Does the leader exhibit sound decision-making abilities?
- g) What experience has the leader of the students he/she intends to supervise?
- h) What experience has the leader of the environment and geographical area chosen?
- i) If appropriate, what is the leader's personal level of skill in the activity, and fitness level?
- j) Does the leader possess appropriate qualifications, especially if leading adventurous activities? (See Appendix 1 of HCC Employer Guidance)
- k) Is the leader aware of all relevant guidelines and able to act on these?

Kings Langley School operates a process of apprenticeship and succession for all staff likely to be involved in organising, leading or accompanying offsite visits and LOTC activities.

Kings Langley School undertakes to ensure that all such staff, will undergo an induction process that covers visit leader awareness. This will be conducted in-house and involve access to (and training where required) on Kings Langley School's 'EVOLVE' site. They should have practical experience of accompanying visits and LOTC activities *before* being tasked with leading a major visit for themselves.



Planning

The extent of planning required is related to the complexity of the visit, based on STAGED: - Staffing, Timings, Activity, Group, Environment, Distance.

Risk Assessment

Risks are expected to be reduced to an *acceptable* or *tolerable* level, and not necessarily eliminated. Planning should achieve a rational balance between potential/perceived adverse risks and the intended benefits and outcomes of the activity.

Due to the complex nature of off-site visits, conventional 'risk assessment' as a stand-alone tool is not particularly useful and can on occasion be misleading. It is of greater benefit to consider the overall 'risk management' of visits by taking all aspects of visit planning and management into account. This can be achieved effectively through a combination of the 'EVOLVE' visit form itself, and where appropriate, any event specific notes or attachments.

Visit planning includes consideration of the question: *'What are the really important things that we need to do to keep us safe?'* It should focus on those issues that are specific to the individual event, taking into account the needs of the group (including special and medical needs), the experience and competency of the staff team, and the leader in the context of the event. Significant issues must be recorded on 'EVOLVE', either notes or as an attachment, and shared with all parties.

This planning process by the leader may be compared to the expectation of a teacher to plan a lesson/session which is relevant to the needs of the group.

Use of generic risk assessments

A selection of generic risk assessments is available in Word format from the Health & Safety pages on the Grid, for use on 'EVOLVE'. Whilst not exhaustive, the control measures contained within this selection are probably sufficient to cover most eventualities likely to be encountered in the course of most offsite visits and LOTC activities.

Staff are encouraged to compile their own "event-specific" risk assessments, based on existing resources, which can then be reviewed and re-used as required.

Note: whilst it is not possible to "clone" visits on 'EVOLVE', it is possible to re-use risk assessments and other documents that have been attached to previous visits. Staff should liaise with their EVC about this.

Plan B

Alternative arrangements should be included within the planning process where appropriate, for example, where weather conditions or water levels might be critical, or where an overcrowded venue might necessitate an alternative option.

Where appropriate, all alternative activities should be fully considered and risk assessed beforehand.

Seeking Assurances from Providers / Use of a Provider assessment Form (OV6)

Hertfordshire County Council provides the OV6 'Provider Assessment Form' to help provide an audit trail for arrangements and checks if required.



Many providers have websites and offer information packs which contain the sorts of information asked for on the OV6, including a Safety Management statement, so it may not be necessary to use one.

The OV6 is a generic form, for use for all kinds of provider, so if one is sent to a provider, it should be specified that they only need to complete the parts applicable to them/their services.

Once an OV6 has been received, signed and dated by a manager or person in authority, it is not always necessary to send a new one to the same provider each time you use them. It is sufficient to annotate the existing form already held by the establishment to show the school has checked back with the provider and that there have been no major or significant changes since the form was originally signed; this will not apply if the time interval is not more than 12 months or so.

To reduce bureaucracy for both VLs and Providers, leaders should take advantage of national schemes that have been established to eliminate the need for questionnaires and forms as advised in LA guidance e.g. LOtC Quality Badge, AALS Licence and 'Adventuremark'.

Holding one of the above is a credible assurance of Health and Safety, and VLs should seek no further verification. The LOtC Quality Badge also covers learning quality.

VLs may seek assurance of a provider's competence to deliver their activities safely by means of a Safety Management statement if this is not already provided and may wish to consult providers risk assessment details.

National Institutions and Public Buildings: - by their very nature these venues and providers are extremely unlikely not to conform to current Health & Safety legislation so it should not be necessary to require them to complete an OV6 or send out copies of their risk assessment documents.

HCC Providers and Establishments: - OV6 forms are not required from HCC-run providers.

Preliminary Visits

Wherever reasonably possible, it is good practice for the Visit Leader (VL) to make a preliminary visit to a venue or provider beforehand in order for them to familiarise themselves with the layout and surroundings, and any site-specific procedures or issues which may have an impact on the visit or members of the group.

Within the UK, highest priority for preliminary visits will be where no serving member of staff from the establishment has visited before, then when the VL has no experience of the venue/activity.

For overseas visits, advantage should be taken of any offers by tour operators for "leaders' orientation"-type visits.

Students

It is good practice to involve students in the planning and organisation of visits, as in doing so they will make more informed decisions, and will become more 'risk aware' and hence at less risk. They will also have greater ownership of the event.

Gender Diversity

Outdoor Learning and Off-Site Visits Establishments must not discriminate against a trans young person because of their transgender status. Establishments should have policies which set out how this will be achieved so that all young people can participate equally. Where outdoor learning and off-site visits may involve both trans and cisgender participants, the VL should consider any individual needs and any reasonable adjustments that may be required. It is important that VL does not make assumptions or resort to 'labels', but engage in dialogue with the transgender and, where



appropriate, with the whole group and/or the parent(s) to find acceptable solutions. In summary, it is not possible to make hard and fast rules; decisions should be made on a case-by-case basis, taking all the factors into consideration.

Residential Visits Residential visits may involve the most significant issues, particularly around accommodation and showers/toilet facilities. The SAGE variables (Staff, Activity, Group, Environment – see OEAP National Guidance document 1b “Foundations”) will all influence the wider context, as will the age, sexual maturity and gender identity of the individual and where they may be in any transition process. It is important not to dictate someone’s gender when making accommodation, changing, toilet and showering arrangements. A solution should be agreed with the individual young person. Practical arrangements may include:

- Access to disabled/neutral gender toilets
- Showers of the identified gender used by agreement at alternative times
- A separate bedroom (although this may introduce other safeguarding/safety issues)
- A shared bedroom with other same gendered transgender young people, or with friends where there is trust and understanding
- Sensitivity around organising changing areas.

If parents of other young people taking part in the visit express concern, the VL should explain that the establishment is following its equalities policy, which is sensitive to the welfare and safety both of individuals and of the group. Before the visit there should be understanding and agreement about toilet, showering and bedroom arrangements. Parents can be offered a copy of the establishment’s policy and the opportunity to speak individually with the Visit Leader if necessary.

Overseas Visits Transgender people should encounter few problems while travelling, as long as the visit is well planned. However, there are countries that are not as legally or culturally open or accepting as the UK. You may need to consider some potentially serious issues when planning an overseas visit. These include, but are not limited to:

- Potential problems entering a country if the person does not appear to be of the gender indicated on their passport or other identification documents
- Potential problems where a passport indicates a non-binary gender, but such a category is not recognised in the country to be visited
- Countries or states where it is illegal to be openly lesbian, gay, bisexual, transgender or other (LGBT+), or where discrimination, hostility or violence against LGBT+ people is prevalent (in the USA, for example, attitudes and the legal position vary from state to state)
- Border crossing and police searches – the procedures and sensitivity of officers vary widely. Visit Leaders should make themselves aware of the issues in the countries being visited. The International Lesbian, Gay, Bisexual, Trans and Intersex Association website www.ilga.org has more information about countries that pose a risk to trans individuals. Local LGBT+ associations in countries to be visited may also be a useful source of country-specific guidance.

The Gender Diversity section links directly to the National OEAP Guidance 4.4L Transgender Young People and Visits, which can be found at:

<https://oeapng.info/downloads/download-info/4-4l-transgender-young-people-and-visits/>

Outcomes

Clarity regarding the intended outcomes of the visit will help to ensure that the potential benefits can be achieved. Up to four ‘intended’ outcomes may be recorded on ‘EVOLVE’ during the planning process, for subsequent evaluation.



All VLs will be required to state the Learning Intentions of their intended trip and/or LOtC experience to ensure all students are able to enhance their learning and make progress in line with Scheme of Work/Syllabus/Module targets.

Work that takes place outside the classroom can provide a very powerful means of developing learning in all curriculum areas, and raise attainment. Experiential learning can also provide opportunities for development in other areas, including:

- Relationships
- Emotional & spiritual
- Cross curricular
- Individual
- Teamwork
- Environmental

Preparatory work should take place in advance of the visit where appropriate. This, in conjunction with activity that will take place during the visit, should feed into any follow-up work.

'High Quality Outdoor Education' can be used as a tool by visit leaders to assist in both identifying outcomes and in the evaluation of the learning taking place.

Staffing and Supervision

The External Adviser's guidance requires Kings Langley School to ensure there is an appropriate level of supervision at all times for all visits and that such supervision is 'effective'. This must have been approved by the EVC and Headteacher and, where applicable, in accordance with Governing Body policy.

For all visits the VL, EVC and Headteacher will make a professional judgement regarding the number and suitability of staffing on an individual visit basis after consideration of the following factors:

- the type, level, and duration of activity;
- the nature and requirements of individuals within the group, including those with additional needs;
- the experience and competence of staff and other adults;
- the venue, time of year and prevailing/predicted conditions;
- the contingency or 'Plan B' options;
- the progress of students who remain at school
- the potential staffing issues concerning cover.

A visit must not go ahead where either the VL, EVC, or Headteacher is not satisfied that an appropriate level of supervision exists.

A useful 'starting point for consideration' is 1 adult to 8-10 young people but rarely less than 2.

Where departure from this starting point results in fewer staff, the justification must be discussed and agreed by the Head.

Staff who are assigned to support the special needs of an individual student cannot be included in the overall staffing ratio. Their responsibility should not include the wider group.

Particular consideration should be given to the additional implications that may arise if staff are to be accompanied by family members (or partners) on visits.

Staff and volunteers who work *frequently or intensively* with, or have regular access to young people or vulnerable adults, must undergo an enhanced CRB check as part of their recruitment process. For the purpose of this policy:



- *'frequently'* is defined as 'once a week or more'.
- *'intensively'* is defined as 3 times in a 30-day period or overnight (2am - 6am).

Staff consumption of alcohol on school trips

For the purposes of this procedure 'staff' refers to all staff, volunteers, parents, Governors, carers and agency staff who are accompanying students on a trip organised by the school. It does not include the employees of a third party provider or host, such as an activity centre or hotel. On day trips, regardless of length or destination, no accompanying staff may consume alcohol at any time. Where an in-house school function, e.g. Governors drinks; Christmas concert takes place, there should be two members of Kings Langley Staff and a first aider who do not consume alcohol, whilst other staff members should model good behaviour with either a non-alcoholic drink or a single small glass of wine.

On residential trips staff can consume alcohol in moderation provided the following conditions are met:

- Alcohol should only be consumed in the evening, after all of the day's activities for students and staff have been completed.
- Alcohol should be consumed in a suitable location generally away from students after they have gone to bed. As part of modelling good practise to students, a small glass of wine at dinner, when students are around would be acceptable.
- Alcohol must not be consumed at any time whilst the party is in transit, which would include airports, ferries, trains, buses and on aeroplanes.
- Staff must see consumption of alcohol as an opportunity to unwind and socialise with colleagues, not as an opportunity to get drunk.
- At all times there must be at least two members of Kings Langley staff who have not consumed any alcohol at all, are totally sober, able to drive, give first aid and coordinate an emergency/crisis response. Ideally this should be one male and one female member of staff to facilitate accompaniment to hospital or similar. This model supports a rotation model as supported by the local authority.

Moderation means all of these:

- It does not lead to any lewd, loud, antisocial or attention-attracting behaviour or behaviour that might bring disrepute onto the school
- It does not result in students or other adults mentioning that staff smelt of, or were under the influence of alcohol in their presence.
- The individual is fully able to partake in all activities the next morning without any impairment.
- Staff are reminded that failing to follow this procedure would likely result in gross misconduct which could lead to dismissal and would put the wellbeing and safety of students in danger, potentially leading to criminal proceedings.
- If in any doubt, for example if students behaviour is challenging, the trip leader must make the decision that all staff should stay sober.
- It is the trip leader's responsibility to ensure that this procedure is known and is followed all staff (though if a member of staff know the policy and chooses to go against the trip leader authority, then this will result in a code of conduct procedure for the relevant member of staff) on a trip.
- The trip leader would be expected to "whistle blow" on staff members who did not follow policy.

Remote Supervision

Our students will be supervised throughout all visits. At times they may be unaccompanied by a member of staff or other responsible adult, e.g. DoE expeditions, 'down time' in a shopping mall, etc. Students should have planned and shared methods for contacting staff if the need arises. This is known as 'remote' supervision.



'Remotely supervised' activities can bring purposeful educational benefits, and the progression from dependence to independence is to be encouraged. In addition to considering the benefits of the activity, staff should also ensure that reasonably practicable safety precautions are taken. For example: although for DoE expeditions students may walk remotely supervised during the day, there would be an expectation that once students reach their camp site that more visual supervision takes place particularly as night time approaches. The decision to allow remote supervision should be based on professional judgement taking into account such factors as:

- prior knowledge of the students (including their maturity and levels of responsibility)
- venue and conditions
- the activity taking place
- preparatory training
- the competence of the supervising staff
- the emergency systems in place

Use of Voluntary Helpers

The use of parents and other adults with a clear association with the establishment, as helpers or supervisors on offsite visits or LOtC activities, is seen as a valuable means of encouraging or maintaining closer links with the local community and accessing a wider set of skills and experience than may exist amongst the King Langley staff. Such volunteers will need to understand and consent to the fact that they will be answerable to the VL.

It is a fact that a volunteer will not be accountable through a legalistic audit trail (as would exist were their involvement based on a contractual relationship) and is therefore the case that a volunteer helper cannot be appointed as a VL. It is good practice that all adult helpers and volunteers are subject to DBS checking; however, this may not be required where there is no possibility for unsupervised direct contact. Clear DBS checks must have been returned before a volunteer adult helper may participate in a residential visit or activity.

Emergency Procedures

Staff involved in a visit must be aware of, and adhere to, the Kings Langley School policy on emergency procedures. Kings Langley School maintains a number of mobile phones specifically for use during offsite visits which should have all relevant contact details pre-programmed into them. It is each VL's responsibility to ensure these phones have:

- the correct details programmed into them beforehand;
- fully-charged batteries (and chargers available if necessary)
- sufficient credit available for the duration of the visit

Beware of over-reliance on mobile phones; in event of an emergency a land-line should be used wherever possible. For all "out of hours" and residential visits there will be a nominated person(s) that can provide 24/7 cover as an Emergency Contact and that the person(s) so nominated will have 24/7 access to all details of the visit. This will include medical and next-of-kin information regarding staff as well as students.

Consideration will be given to the following:

- Criteria for identifying the nominated Emergency Contact(s)
- Is more than one Emergency Contacts required?
- Procedure for lodging visit plans to enable them to be accessed in the event of an emergency?
- Have procedures been tested?



- Is it possible to provide a proactive response, to any pattern that can be recognised within incidents?

VLs should also complete and carry an Emergency Contacts sheet.

Where appropriate the VL should have an “Emergency Events” card, as issued by HCC to all (formerly) CSF establishments.

First Aid

It is not always necessary that qualified First Aider accompanies an offsite visit or LOtC activity. First aid issues for any LOtC activity should be considered as part of the risk management process and the exact requirements should be determined by ensuring that first aid support is available at an appropriate level. What is “appropriate” will be determined by:

- The nature of the activity.
- The nature of the group.
- The likely injuries associated with the activity.
- The extent to which the activity will isolate the group from normal ambulance support, or a known point where a qualified first aider will be available.

A very basic level of first aid support must be available at all times. This will require that one or more of the staff leading the activity:

- Know how to access qualified first aid support.
- Have a working knowledge of simple first aid and are competent to use the first aid materials carried with the group.

For some activities (most commonly in defined adventure activities) there is a good practice expectation that requires those leading such activities to hold a current first aid “qualification”. To be a “qualification”, the first aid course must include a formalised assessment process; otherwise, any certification will have the status of a certificate of attendance. In practical terms, the course will be a minimum of one day for example Emergency First Aid.

It is a legal requirement that all minibuses must carry a first aid kit.

Approval of Visits

Approval is delegated to the Head of Establishment for all visits.

However, the following types of visit are required to be notified to the External Adviser -

- Overseas (anywhere that involves crossing a substantial area of open sea, including Northern Ireland, the Isle of Man, the Hebrides and the Channel Islands)
- Those involving one or more adventurous activities to be led by a member of establishment staff.

Regardless of whether a visit should be notified to the External Adviser or not, there should be a clear, unambiguous audit trail for arrangements with clear evidence of approval. Such evidence will usually be recorded on EVOLVE but where this is not the case a signature of endorsement on a lesson plan will suffice.

The process for approval has four main stages:

- 1a Visit/activity proposed and planned by Visit Leader and accompanying colleagues;
- 1b Preliminary Approval from, completed by SLT;
2. Arrangements scrutinised by EVC until satisfied to recommend approval;



3. Arrangements re-scrutinised by Head or delegated member of SLT and, when satisfied, approved.

An offsite visit or LOtC activity should not proceed without clear evidence of approval. Endorsement may be required from the Governing Body or Management Board; 'Read Only' access on EVOLVE for the relevant member(s) and a Note added for their attention will generate an e-mail alert. Endorsement will take the form of an additional Note from the member(s), which will be acknowledged by the relevant member. Where applicable, a visit may also be notified to the External Adviser; this is done automatically by 'EVOLVE'.

Additional monitoring

In its evaluation of LOtC, "How far should you go" - 2008, Ofsted recommends that it is good practice to sample monitor offsite visits and LOtC activities by means of field visits. (see EG doc 2.4a) From time to time the EVC may recommend, or the Head or Governors/ may decide to, sample monitoring by field visit as an additional means of ensuring safety of participants and quality of provision.

Consent

Section 35 of the Education Act 2004 states: *'Where a visit is part of a planned curriculum in normal curriculum time, then parental consent is not necessary although it is recommended good practice to ensure that parents are informed'. Consent will usually be required for more ambitious visits.* Annual consent is appropriate for regular routine activities that take place during normal school hours, and also for out of hours sports fixtures, music performances etc.

For all other visits, consent should be obtained on an individual visit basis. Information provided to parents prior to granting consent should include full details of the activities and any other significant information.

Insurance

For those schools who make their own insurance arrangements, personal accident / travel insurance must be taken out for all visits abroad. For all other visits it is the responsibility of the Governing Body (where applicable), Headteacher, and EVC to determine whether additional insurance should be taken out. The school should particularly consider the need for additional insurance for residential activities, or those involving adventurous activities or hazardous environments.

For travel within the European Union (plus Iceland, Liechtenstein, Norway, and Switzerland), all students must hold a valid EHIC (European Health Insurance Card) up until the 31st January after this the insurance of the school should be used. Trip paperwork must be completed before the trip is signed off by the SLT. See www.dh.gov.uk

Inclusion

Kings Langley School policy endorses the following principles:

- A presumption of entitlement to participate
- Accessibility through direct or realistic adaptation or modification
- Integration through participation with peers.

Under the Equality Act 2010, it is unlawful to discriminate against disabled students because of their disability, without material or substantial justification. VLS are required to make reasonable adjustments to avoid students being placed at a substantial disadvantage. However, the Disability Discrimination Act does not require responsible bodies to place employees or students at



inappropriate risk if a health and safety issue arises. It is also the case that the adjustments made to include a disabled young person should not impinge unduly on the planned purpose of the activity. Expectations of staff must be reasonable, so that what is required of them (to include a given young person) is within their competence and normal work practices.

Codes of Behavioural Conduct

Kings Langley School encourages the use of the school's Codes of Behaviour as a means of establishing appropriate expectations of students' behaviour. Such codes need to be explained to both the students and those in a position of parental support before the visit, so reducing the opportunity for misunderstanding both expectations and the sanctions that may be invoked where the code is breached.

As part of encouraging social responsibility, students are encouraged to sign up to a "behavioural contract" for all residential visits. As part of the request for consent, parents should sign and accept responsibility for removing students in prescribed circumstances. Further examples can be found under 'resources' on 'EVOLVE' and on the school system.

Transport

Private Cars

Where a private (staff or parent) car is to be used to transport students then this must be approved by the Headteacher, and an OV7D Form must be completed and retained by Kings Langley School on an annual basis.

Coaches

The LA does not 'approve' coach companies. Whilst UK legislation ensures that coach companies are fit for public use, the facilities available on coaches may vary. Liaising with other schools within the LA that have used a particular company (via a search on 'EVOLVE') will help to determine the level of service that may be provided.

Minibuses

Staff using one of the school's three minibuses must adhere to the operational policy. For further information, see also:

- HCC Minibus Manual
<http://www.hertsdirect.org/envroads/roadstrans/rsu/driving/advice/minibus/>
- DVLA www.dvla.gov.uk Select 'Online leaflets', INF28 'Driving a minibus'
- ROSPA 'Minibus Safety: A Code of Practice' 2008
- MiDAS (Minibus Driver Awareness Scheme) via Community Transport Association UK. This also contains information on PCV licences, weight limits and towing.

All drivers of minibuses should undertake HCC's Minibus Drivers' Assessment Scheme training, and keep that training current (5 yearly reassessments). This applies to pre & post 1997 licence holders operating under the section 19 permit scheme as 'volunteer drivers'.

When driving a minibus as an employee of Kings Langley School, a full D1 PCV is required.

Public Transport

For public transport within the Greater London area contact 'Transport for London', who offer special arrangements for school parties on London buses, Underground, Tramlink, and Docklands Light Railway, to cultural destinations. See *Transport for London* - <https://tfl.gov.uk/> Tel. 0343 222 1234



Swimming

Kings Langley School acknowledges the immense educational benefits that swimming activities can potentially bring to students, and fully supports and encourages swimming activities that are correctly planned, managed, and conducted. In addition to considering the benefits of the activity, staff should also ensure that reasonably practicable safety precautions are taken.

All swimming activities and venues must be included within the visit plan, and life-guarding arrangements checked in advance. This is particularly important in respect of visits abroad, where for example, a hotel pool may be available.

Particular consideration should be given to the following factors:

- Unknown locations and hazards, especially overseas.
- Changing environmental conditions.
- Supervisor complacency & lack of transferable knowledge.
- Adherence to local advice.
- Preparation and knowledge of young people, i.e. is it a planned activity?

Students must be supervised by a competent adult at all times whilst undertaking swimming activities.

Swimming pools (life-guarded)

- UK Swimming Pool safety is guided by various Health and Safety at Work Acts and Regulations. Pool operators have a duty to take all reasonable and practicable measures to ensure that teaching and coaching activities are conducted safely.
- For publicly life-guarded pools abroad, Kings Langley School's staff must seek assurances that appropriate lifeguard cover is in place prior to students entering the water.
- Unless suitably qualified, Kings Langley School's staff should not have responsibility for lifeguarding. However, they do retain a pastoral role for students at all times either through direct or 'remote' supervision.
- For swimming lessons, Kings Langley School will ensure the swimming teacher in charge or other pool employees/responsible adults supervising the students are qualified according to current guidelines.

Hotel (and other) swimming pools

VLs should check the life-guarding position in advance. If life-guarding arrangements are not provided at the pool, then the visit leader will bear the full responsibility for ensuring swimming safety.

Staff must be aware of the procedures in the event of an emergency, and who at the venue will provide back up. Staff should also know if they have exclusive use of the pool, as other pool users may increase the supervision role of your lifeguard.

If a student in the party holds an appropriate qualification then their role should be emergency lifeguard action, but supervision should remain the responsibility of Kings Langley's staff.

Open water swimming

It is KLS practice to consult the External Advisers. The designated lifeguard must be dedicated exclusively to the group, and the location used must fall within the RNLI/RLSS definition of a 'safer bathing area'. Local advice must always be sought.

Weather, Clothing & Survival

Where appropriate, the leader must obtain and act upon recent weather forecasts and local advice.



Students should be adequately clothed appropriate to:

- The time of year, prevailing weather conditions, altitude and exposure to elements
- Likely changes in weather
- The experience and strength of the party
- The nature of the visit and environment

When venturing away from immediate help, leaders should consider the need for:

- Comfort, insulation and shelter for a casualty
- Comfort, insulation and shelter for the whole group
- Provision of emergency food and drink
- Torch
- Possible need of signalling equipment and/or mobile phone (NB. Mobile phones may not work in remote areas);

It is primarily the responsibility of the visit leader, in consultation with other staff where appropriate, to modify or curtail the visit or activity (e.g. Plan B) to suit changed or changing circumstances - for example: over-busy lunch area, rain, rising water levels, etc.

Review

This policy will be reviewed on an annual basis or after a significant/serious event. The review will be undertaken by the LOtC Coordinator and include discussions with the Headteacher, External Visits Coordinator, Finance Office and Health & Safety Officer.

Review of Learning Outside the Classroom is an ongoing process and will take place through regular discussion.