

The logo for Orchard Hill College & Academy Trust features a red stylized house shape with a white ampersand inside. A thick red horizontal line is positioned above the text. The text "Orchard Hill College" is on the left and "Academy Trust" is on the right, both in a bold, black, sans-serif font.

**Orchard Hill  
College & Academy  
Trust**

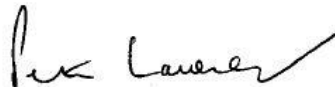
# **EDUCATIONAL VISITS AND LEARNING OUTSIDE THE CLASSROOM POLICY**

**The OHC&AT Board of Trustees has agreed this Policy – 13<sup>th</sup> July 2023.**

Jay Mercer  
Chair of OHCAT Board

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Peter Lauener  
Chair of OHC Board

A handwritten signature in black ink, appearing to read "Peter Lauener".

# Educational Visits and LOtC Policy

## INTRODUCTION

Orchard Hill College and Academy Trust (OHC&AT) is a 'family' of providers, comprising Orchard Hill College (OHC) and Orchard Hill College Academy Trust (OHCAT), which works together for mutual benefit. OHC&AT is committed to providing outstanding educational opportunities for all our pupils and students. Educational visits (EVs) and learning outside the classroom (LOtC) are a key component of that provision, broadening experiences for our pupils and students and enabling a deeper understanding of learning to take place.

Amongst other things, EVs and LOtC comprise:

- Activities within the College/Academy's own buildings, grounds or immediate area
- Educational visits organised both within and outside of the hours of the College/Academy day beyond the grounds of the provision and in the local and/or wider community
- Overnight stays on the College/Academy grounds
- Residential visits that take place during the College/Academy week, a weekend or holiday, away from College/Academy grounds
- Inclusion placements and integration with local schools and colleges
- Work placements with local organisations
- Involvement in clubs, musical groups, and sporting activities held during break times or after the end of the College/Academy day, either on or off-site
- Participation in dramatic productions, concerts and other special events.

LOtC is therefore distinct from EVs in that the former also includes learning within the College/Academy boundary that does not occur solely in the classroom.

All learning outside the classroom is risk-assessed in accordance with OHC&AT's Risk Assessment Policy, and with reference to our Health & Safety and Risk Management policies. The purpose of this policy is to confirm our commitment, as an organisation, to delivering high quality LOtC and educational visits, and to delineate our procedures for planning, assessing and managing educational visits. This policy has been written with reference to 'Health and Safety on educational visits' (DfE, 2018) and should be read in conjunction with OHC&AT's Risk Assessment, Risk Management and Health and Safety policies.

## AIMS AND RATIONALE

OHC&AT has a firm commitment to LOtC and educational visits. It is acknowledged that organising and leading off site activities puts a great deal of responsibility on all involved.

However, the benefits are immense and make an invaluable contribution to the academic, personal, emotional and social development of young people.

### **Aims of LOtC and EVs**

- To develop LOtC as an entitlement for all young people by overcoming potential barriers such as complex needs and challenging behaviour.
- To ensure enriching, high quality curriculum provision through LOtC experiences that facilitates pupils'/students' holistic progress.
- To deliver a wide range of progressive and frequent LOtC activities for all pupil/student groups.
- To provide young people with LOtC experiences that promote personal development and wellbeing, by increasing engagement and maximising access.
- To design the curriculum so that it embeds progressive experiences for all young people.
- To improve the effectiveness of learning outside the classroom through better planning and evaluation of outcomes for young people.

### **Rationale**

Educational visits and LOtC can have valuable and discernible benefits for our children and young people, playing a crucial part in promoting their overall progress and achievement by, for example:

- Providing memorable, fun experiences that inspire, engage and motivate.
- Providing young people with divergent experiences that enable them to generalise their skills in contexts that they would not experience in College/Academy alone.
- Supporting the development of positive relationships through building trust.
- Developing greater independence and skills for daily living.
- Promoting social inclusion and engagement with the wider community, through the development of self and other awareness.
- Promoting confidence and self-esteem via engagement with challenging tasks and encouraging pupils/students to take more responsibility.
- Being responsive to the different learning styles possessed by the range of young people in College/Academy.
- Supporting better progress by upping the level of challenge, taking young people out of their comfort zone and working within a framework of managed risk.
- Revealing young peoples' 'hidden talents' that may not manifest within a classroom or standard setting.

OHC&AT is committed to ensuring that all pupils/students have equality of access to the full curriculum offer, including educational visits. OHC&AT provisions promote the value of pupil/student participation across the full range of curriculum experiences and ensure that all pupils/students are able to access all activities, regardless of their individual needs. When planning for educational visits and learning outside the classroom, schools and the College will consider any potential barriers to participation for individuals or

groups of pupils/students and include necessary mitigations and/or reasonable adjustments.

## **PLANNING AND APPROVAL**

OHC&AT adheres to Department for Education guidance on educational visits: <https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits>

Educational visits and Learning Outside the Classroom is embedded within OHC&AT curriculum provision and therefore should be treated as any other lesson with respect to planning. In order to plan an off-site activity the EVC should be involved in discussing plans at an early stage. Routine or local visits also need to be planned ahead. It may be possible to approve a series of events on a termly basis. No financial commitment should be agreed until all relevant approvals have been achieved.

Staff should be mindful of ongoing risk assessment. It is essential that there is sufficient lead-in time proportionate to the complexity of the visit and the level of approval required.

The planning process must encompass equality and inclusion factors, particularly:

- Entitlement: the right to participate
- Accessibility: direct or by realistic adaption or modification
- Integration: participation with peers

OHC&AT has appointed an external Outdoor Educational Advisor to advise and support our Academies and the College with educational visits. Every OHC&AT provision must have a named Educational Visit Coordinator (EVC) who will work with the Principal of the provision and the Outdoor Educational Advisor to ensure that EVs are planned, delivered and evaluated to the highest standard.

Educational visits fall into one of four categories:

- Local (NB: this is not determined solely by geographic location – the nature of activities will also be a determining factor)
- Residential
- Adventurous
- Overseas

The EVC reviews all proposals for educational visits, and approves all those categorised as local (i.e. those which do not fall into any of the other three categories). Anything categorised as residential, adventurous or overseas must go to the Outdoor Educational Advisor for approval. Additionally, all risk assessments for visits categorised as residential must be reviewed and approved by the OHC&AT Director of Safeguarding & Wellbeing. The relevant Principal/Head of College must be notified of all upcoming educational visit

activity. The Local Governing Body (LGB) should be informed of any educational visit activity categorised as residential, adventurous or overseas.

### **Risk assessments and safeguarding**

Risk assessments should identify suitable supervision ratios and whether or not a qualified first aider or suitably trained staff member is required.

Children and young people should be involved in the process of risk assessment, along with families as necessary or relevant.

Employees and/or supporting adults who have, or could have, substantial and regular access to pupils/students must undergo an enhanced DBS check.

The consumption of alcohol on educational visits is **always** prohibited, along with any misuse of substances – please refer to the Substance Misuse Policy for further guidance on this matter.

It is a requirement during all residential trips that a 'waking night' is implemented and a member of staff is always available to respond to emergencies and safeguarding issues. It is the responsibility of each Academy or College Centre to make suitable staffing arrangements, dependant on location and number of pupils/students and staff attending the trip.

As part of these arrangements, consideration must be given to the additional hours worked by the staff supervising the 'waking night'.

Organisers of residential trips must also consider the roles that staff may be required to undertake during the trip, including driving an OHC&AT vehicle, a private vehicle or the supervision of high risk activities.

The risk assessment template at Appendix B includes several prepopulated hazards to cover some generic items, to prompt the assessor and a number of generic control measures to assist the assessor. These are in no way exhaustive and should be added to based upon venue, activities and pupils/students attending.

This risk assessment should be used for all Educational Visits.

### **Emergency procedures**

The risk assessment for each visit will identify the relevant emergency procedures during the visit. For visits extending beyond the Academy or College day this includes designating a home contact from the Academy or College centre who may be needed as a link between the party, parents/carers and the Academy/College centre in the event of an emergency.

In the event of a delay (of more than one hour), or of an incident resulting in harm to any pupil/student, staff member or volunteer, the Academy/College centre must be contacted as soon as possible to inform the Principal or Vice Principal who will inform families/others as required.

In the event of a party being overdue and without contact by more than one hour, the Academy/College centre must investigate.

## **RESPONSIBILITIES**

### **OHC&AT Trustees will:**

- Review and approve this policy on a regular basis and receive termly reports as part of health and safety monitoring.

### **The OHC&AT Executive Senior Leadership Team (ESLT) will:**

- Monitor risk assessment and LOtC/EV activity across the organisation as part of regular safeguarding/health and safety monitoring.
- Regularly review this policy and any attendant procedures to ensure that they are effective and compliant with all relevant requirements.

### **Principals/Heads of College will:**

- Appoint a suitable member of staff to act as Educational Visit Coordinator (EVC) for their provision, and ensure that they access the relevant training.
- Ensure that relevant training around LOtC and EVs is provided for all staff and regularly refreshed as necessary.
- Regularly report on LOtC and EV activity to the OHC&AT Executive Senior Leadership Team and to the Local Governing Body (LGB).
- Produce and maintain a school- or centre-specific procedure for managing students before, during and after any educational visit, and ensure that all staff implement this procedure effectively during EV activity.

### **Educational Visit Coordinators will:**

- Liaise with the external Outdoor Educational Advisor to ensure that visits comply with all guidelines and regulations regarding health and safety.
- Give due consideration to equality and inclusion for all when planning educational visits.
- Approve all educational visits categorised as 'local' rather than 'residential', 'adventurous' or 'overseas'.
- Seek approval from the Outdoor Educational Advisor for all educational visits categorised above "local' level.
- Ensure that risk assessments for all visits categorised as residential are reviewed and approved by the Director of Safeguarding & Wellbeing.
- Ensure that all appropriate Academy/College procedures are in place and understood by staff, including child protection/safeguarding, health and safety and the Academy/College's own 'Before, During, After' procedures.

- Ensure that relevant consents have been sought and obtained for each visit.
- Evaluate all educational visits after they have taken place, including any incidents/accidents and lessons learned, and regularly report on these to the Principal.
- Ensure that their EVC training is kept up to date.

**The externally appointed Outdoor Educational Advisor will:**

- Advise all OHC&AT provisions on the safe and effective planning and execution of educational visits.
- Review and approve all educational visits categorised as 'residential', 'adventurous' or 'overseas'.
- Provide training to EVCs on an annual refresher basis.

**The OHC&AT Director of Safeguarding & Wellbeing will:**

- Review and approve risk assessments for all educational visits categorised as 'residential'.

**All staff will:**

- Ensure they are familiar with and adhere to all relevant risk assessment and educational visit policies and procedures.
- Report any incidents promptly via the correct channels.

## **POLICY REVIEW DETAILS**

<i>Version:</i>	1.4
<i>Reviewer:</i>	Steve Goodsell, Laurie Cornwell, Jackie Van-West
<i>Approval body:</i>	Family Board
<i>Date this version approved:</i>	13 <sup>th</sup> July 2023
<i>Due for review:</i>	Summer 2026

## **RELATED POLICIES AND PROCEDURES**

Child Protection, Adult Protection & Safeguarding Policy and Procedures  
Critical Incident Business Continuity Plan  
Equality, Diversity & Inclusion Policy  
First Aid Policy  
Health & Safety Policy  
Missing Child Policy (Academies)  
Missing Student Policy (OHC)  
Risk Assessment Policy  
Risk Management Policy  
Substance Misuse Policy

Appendices (separate documents):

- Appendix A: Trip approval forms
- Appendix B: Risk assessment template

## **FURTHER RESOURCES**

Health and safety in schools (DfE)

<https://www.gov.uk/government/collections/health-and-safety-in-schools>

Health and Safety of Learners Outside The Classroom (HASLOC) (Nov 2009)

<https://dera.ioe.ac.uk/10664/>

Council for Learning Outside the Classroom

<http://www.lotc.org.uk/>