



# Educational Visits and Learning Outside the Classroom Policy

## Amendments

Version	Page/ Paragraph	Detail of amendment	Approved	Review Date
1			01/09/22	01/09/23
2			01/09/23	01/09/24
3	Throughout	Change of branding and proof-reading  Removed mention of Edu Online which is not relevant to Rise Space.	29/08/24	01/09/25

## Introduction

RISE SPACE is committed to providing outstanding educational opportunities for all of our students. Educational Visits (EVs) and learning outside the classroom (LOtC) are a key component of that provision, broadening experiences for our students and enabling a deeper understanding of learning to take place.

Amongst other things, EVs and LOtC comprise:

- Activities within the college's own buildings, grounds or immediate area
- Educational visits organised both within and outside of the hours of the college day beyond the grounds of the provision and in the local and/or wider community.
- Overnight stays on the RISE SPACE grounds.
- Residential visits that take place during the college week, a weekend or holiday, away from RISE SPACE grounds
- Inclusion placements and integration with local colleges and schools
- Work placements with local organisations.
- Involvement in clubs, musical groups, and sporting activities held during break times or after the end of the RISE SPACE 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 RISE SPACE boundary that does not occur solely in the classroom. The majority of this policy – especially with respect to operational management - pertains to educational visits and deals with learning that is predominantly off site. This policy should be read in conjunction with RISE SPACE 's Risk Assessment, Risk Management and Health and Safety policies.

### **Aims and Rationale**

RISE SPACE 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. RISE SPACE provides opportunities to young people that they might not experience otherwise.

### **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 students' holistic progress.
- To deliver a wide range of progressive and frequent LOtC activities for all 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 ensure the effectiveness of learning outside the classroom through thorough planning and evaluation of outcomes for young people.

### **Rationale**

Educational visits and LOtC can have valuable and discernible benefits for our young person 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 skills in contexts that they would not experience in the RISE SPACE alone.
- Supporting the development of positive relationships through shared memorable experiences
- Developing greater independence and skills for daily living.
- Promoting social inclusion and engagement within the wider community, through the development of self-awareness and social skills.
- Promoting confidence and self-esteem via engagement with challenging tasks and encouraging students to take ownership of their learning.
- Being responsive to the different learning styles possessed by the range of young people at the RISE SPACE.
- 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.
- Providing opportunity for young people to discover and develop talents that might not be recognised in a formal classroom setting.

### **Roles and responsibilities**

The Local Advisory Board satisfies itself, via the Provision Lead's contribution to board meetings, that the appropriate procedures, risk assessments and control measures are in place and that the documented guidance notes are being followed. It is good practice to inform governors in advance of any residential and/or hazardous activity.

### **Educational Visits Coordinator (EVC)**

Keighly Murphy is the RISE SPACE Educational Visits Coordinator. The EVC must periodically update their EVC training.

The EVC's functions are to:

- Support and advise regarding induction and training for staff/volunteers.
- Ensure all DBS disclosures and other clearances and checks are in place as necessary.
- Ensure the visit leader obtains the consent or refusal of parents/carers.
- Organise emergency arrangements with support from the Provision Lead.
- Ensure staff understand how to contact the duty officer (named member of staff not accessing the trip who is the first contact for the trip leader) and other emergency contacts. The duty officer might be the EVC or another senior member of staff.
- Check documentation produced by the visit leader prior to an EV to ensure it is suitably planned.
- Keep records as appropriate of individual visits, including reports of accidents and near accidents.
- Review systems and monitor practice.
- Ensure portable first aid kits are available to groups taking part in off-site activities and that kits are checked regularly by a designated member of staff.

### **Supervisory Staff**

All staff have a duty of care for young person and young people under their supervision. The age and ability of the young people on the educational visit, together with the nature and location of the activity, help determine the degree of supervision required.

RISE SPACE staff supervising on visits act as employees, whether the visit takes place within normal hours or outside those hours, by agreement with the Provision Lead. Supervisors should follow the instructions of the trip leader and ensure a good level of control and discipline amongst the group. Supervisors should make the leader aware of any inability or medical situation that could or would have a significant impact on their ability to supervise effectively. Supervisors should consider stopping activities and informing the coordinator if they think the risk to health and safety of anyone in the party is unacceptable. Clear, regular and ongoing communication between colleagues is essential.

### **First aid**

Risk assessments should identify whether or not a qualified first aider or suitably trained staff member is required. A first aider is required to be present during minibus journeys.

### **Emergency Procedures**

The risk assessment for each visit will identify the relevant emergency procedures during the visit. For visits extending beyond the RISE SPACE this includes a duty officer, the parents and RISE SPACE in the event of an emergency.

In the event of a delay (of more than 1 hour), or of an incident resulting in harm to any student/student, staff member or volunteer, the college must be contacted as soon as possible to inform the Provision Lead or Deputy Provision Lead who will inform families/others as required.

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

- The EVC is responsible for ensuring that the visit leader properly plans and manages visits and journeys. The purpose of the activity should be compatible with the aims of the establishment and form part of a planned, coherent programme.
- The Provision Lead, in conjunction with the EVC, should ensure that appropriate policy and procedures are in place to give young people the best possible experience in the safest possible way. That a contingency plan (Plan B) exists, covering for example the problems posed by staff illness or the need to alter routes or activities during the visit.
- The proper recording and reporting of accidents and incidents takes place. Incidents/accidents are recorded, and a debriefing is carried out if necessary.

### **The Provision Lead must ensure that:**

- Visits comply with all guidelines and regulations regarding health and safety.

- There is a system for effective planning of educational visits, as well as evaluating all visits and journeys in order that future ventures can be enhanced as necessary.
- RISE SPACE emergency procedures are in place and understood by staff.
- There are appropriate young person protection and safeguarding procedures in place.
- Time and resources are available for the induction and training of staff and volunteers.
- The Local Authority has approved the visit, if required.

### **Supervision ratios**

Ratios will be subject to site risk assessment and individual student risk assessments.

### **Disclosure and Barring Service (DBS checks)**

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

### **Policy on consumption of alcohol by staff and supervising adults**

The consumption of alcohol on educational visits is always prohibited.

### **Planning visits**

Educational visits and Learning Outside the Classroom are embedded within RISE Space curriculum provision and therefore should be treated as any other lesson with respect to planning. Learning objectives should be clear and activities differentiated, additional learning support should be provided as required. The EVC should be involved in discussing plans for off site visits at an early stage.

Local visits need to be planned and embedded in the curriculum. A sequence of recurring educational visits will be approved on an annual 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. It is good practice to inform the Governing body in advance of any residential and/or hazardous activity.

### **In relation to equality and inclusion, it is important to consider:**

- Entitlement: the right to participate
- Accessibility: direct or by realistic adaption or modification
- Integration: participation with peers However, all students also have the right to express their own views and should not be forced to participate in an EV against their will.

### **Related college policies, procedures and legislation**

College documents: Health and Safety Policy, Young person Protection (Safeguarding) Policy and Procedures, Equality and Diversity Policy, Risk Assessment Policy, Missing Young person Policy, Substance Misuse Policy, COVID-19 College Closure Arrangements for Safeguarding and Young person Protection at RISE SPACE.

## **APPENDIX A: STEPS FOR PLANNING A TRIP AT RISE SPACE**

Step 1: Check the whole college diary for availability.

Step 2: Fill in the pre-trip agreement form and initial authorisation from the EVC (4 weeks in advance if it is an adventurous activity. 2 weeks in advance if it is within the local community).

Step 3: Complete individual risk assessments for high-risk students (e.g. visual impairment, challenging behaviour, anxiety, etc.)

Step 4: Complete the required trip information and share with Provision Lead

Step 5: Gain parent/carer authorisation. Please note – students have permission for trips in the local area.

Step 6: Print trip plan and itinerary and give a copy to the Provision Lead. Take copies of required documentation on your trip. Please give all signed permission slips to the administrator following the trip.

## **APPENDIX B: SAFETY GUIDELINES**

### **GUIDELINES FOR COACH USE INCLUDING PUBLIC TRANSPORT**

**As visit leader, ensure the following occur:**

- Check students against group list as they board transport.
- Ask students to check seats next to them and around them so they know who is sitting there and can see if anyone is missing as they get on and off the coach/transport.
- Use a buddy system as appropriate.
- Before setting off give clear instructions on the following:
  - Behaviour on the transport - No walking around, kneeling up on seats, etc.
  - Explain where emergency exits are, and how to get out during an emergency.
  - Seat belts must be worn at all times.
  - Visually check that each student has fastened seatbelts before setting off.
  - Leave a copy of trip documentation in the folder at reception.
  - When using more than one mode of transport, make sure staff know who is on each minibus/coach/etc. and have mobile contact numbers of one another.

### **On leaving transport to walk to the place to be visited**

- Use a member of staff or supporting adult at the front of the students to guide and escort them to where they are going.
- Make sure that a member of staff/volunteer is at the back to ensure that nobody goes astray.
- Check that all students have got off the transport.

- Arrange for the students to walk together in an orderly manner and to watch each other and the member of staff/volunteer.
- Give guidance about traffic and hazards of crossing car parks and roads.

### **On arrival at the place to be visited**

- Check that all students and staff/volunteers have arrived at the entrance.
- Ensure that all students know the arrangements for checking with staff/volunteers, and that staff have the correct lists of students, and they know who they are responsible for.
- Reinforce the arrangements for students remaining in their groups or Buddy System
- Remind students that it is vital they do not wander off from their group or leave with a stranger.
- Ensure that all students know the meeting times and place that an adult in each group has a watch.

### **GUIDELINES FOR SAFETY ONCE OUT IN A PUBLIC PLACE**

#### **Before leaving the RISE SPACE or prior to the visit:**

As visit leader:

- Ensure that students are divided into smaller more manageable size groups, and that members of staff and/or volunteers are responsible for these groups.
- Provide lists so all staff/volunteers are aware of who is in each group and which member of staff/volunteer is responsible for them.
- Talk to students to make them aware of the place they are visiting and the conditions they will encounter.
- Ensure students are fully prepared and know what to do in case of emergency. For example, who to ask for help, fire assembly point, and so forth.

#### **Upon Arrival**

- Remind students of the group system and give guidelines about any inhouse rules, e.g. remaining quiet in a library.
- Arrange a time and place (perhaps halfway through visit, lunch time) when students and staff/volunteers can meet and check for any problems.
- Arrange a time/place for everyone to meet at the end of the educational visit. Allow plenty of time to check the students against lists (allow time for latecomers) and to walk back to the transport.

#### **Return Journey**

- Check everyone is back on the transport using name calling, head count and by checking with Buddy System.
- Ensure all staff/volunteers are accounted for.
- Remind students of expectations on transport (repeat guidelines for inward journey)

- Check seat belts. Once back at the RISE SPACE, or alighting from public transport, remind students to take all belongings off the transport.
- Make sure all students have been collected before final member of staff disembarks.
- If during the visit the coach/transport stops for a break/toilet, all students need to be checked off and done in the same manner as stated earlier.

#### APPENDIX C: MINIBUS SPECIFIC RISK ASSESSMENT

General significant hazards and harm which may occur whilst travelling on a minibus	Safety Measures – measures that will be put in place and/or will be taken to reduce the risk to an acceptable
Road Accident whilst minibus is in motion	<p>All drivers trained and assessed to MIDAS standards.</p> <p>Prior to outing driver will check minibus is maintained and serviced including vehicle damage, tyres, all fluid levels (including fuel, lights, windscreen wipers, fire extinguishers), seatbelts, and first aid kit.</p> <p>Seating Plan to be taken.</p> <p>At least one staff member on the bus is first aid trained.</p> <p>One member of staff will remain in the back of the vehicle (adjacent to emergency exit) to monitor and safely direct students in case of an accident.</p> <p>Driver will store all luggage carefully. No luggage will obstruct emergency exits or windows.</p> <p>Driver will take a break from driving every 2 hours.</p> <p>All passengers will wear a seatbelt when the vehicle is in motion.</p> <p>All members of staff carry a mobile phone</p>
Getting lost or diverted	<p>Driver will plan and check route prior to departure.</p> <p>At least one additional staff member in vehicle is available to assist with map reading and navigation.</p> <p>Contact college for any long delays or significant changes to the itinerary due to minibus journey</p> <p>Driver will take a break from driving every 2 hours.</p>
Breakdown	<p>Breakdown procedures in place including mobile phones for emergency use.</p> <p>If breakdown occurs on a motorway or dual carriageway all adults and young person evacuate the vehicle by a door on the left in the UK and wait by the side of the vehicle on the</p>



	<p>embankment, well away from the roadway.  Inform college of breakdown and impact upon itinerary  Call recovery</p>
Adverse weather conditions	<p>Driver to get up to date weather forecast before commencing journey.  When appropriate the driver will seek road information reports from national motoring organisations.  Drivers monitor the road conditions and the weather conditions, making a dynamic risk assessment as necessary.</p>
Getting on and off the minibus: Trips and falls Losing a student Other moving vehicles	<p>Driver must select safe place to stop and ensure that passengers embark and alight to/from the vehicle safely onto the pavement or safe area.  Headcount on and off the minibus after each stop.  Appropriate safety briefing given to students including awareness of the hazards of the steps and door heights on entering and exiting the vehicle, safe storage of bags/equipment.  Students also to be informed what to do in the case of emergency.  Side door to be used for boarding/alighting; rear door only to be used in emergency or when parked well away from the road</p>
Sickness or medical attention required on journey	<p>Staff will ensure that any medication that is needed (such as inhalers or epi-pens) is easily accessible.  Any student health care plans or emergency medication care plans will be easily accessible  Staff will be aware of any pre-existing medical needs.  If medication for travel sickness is required ensure it is taken prior to journey commencing.  Sick bags / buckets and appropriate paper towels and disinfectants will be carried in case of sickness.</p>