

Appleton Wiske Community Primary School

Educational Visits, Outdoor Learning and Adventurous Activities Policy

This policy sets out the establishment procedures within which all employees must operate. Further details can be gained by referring to the Employer Policy as detailed in Section 2. Every young person should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances. Learning beyond the classroom is the use of places other than the classroom for teaching and learning. It is about getting children and young people out and about, providing them with challenging, exciting and different experiences to help them learn. It is about raising achievement through an organised, powerful approach to learning in which direct experience is of prime importance. This is not only about what we learn but importantly how and where we learn. It is not an end in itself but rather a vehicle to develop the capacity to learn. Good quality learning beyond the classroom adds much value to classroom learning.

1. Scope and responsibilities

This policy applies to all educational visits, outdoor learning and adventurous activities carried out with young people. It does not apply to work-experience placements, work related learning or alternative provision. The Headteacher has appointed an Educational Visits Co-ordinator – Karen Hainsworth – who will have the training and experience to enable them to competently discharge their responsibilities as listed in The Employer Policy. Administrative tasks will be carried out by the Senior Administrator and/or Administrative Assistant.

2. Establishment policy and procedures

The NYC Policy for Educational Visits, Outdoor Learning and Adventurous Activities is the employer's policy. Specific local procedures will be in line with, but not duplicate, this policy. Where there is conflict with non-statutory guidance or advice from other sources the employer policy will take precedence with clarification sought from the Headteacher, and if required from North Yorkshire Educational Visits Advisory Service.

Routine acknowledgement: Whilst it is not a legal requirement to gain parental consent for curriculum activities, written acknowledgement will be gained on enrolment for routine local visits and activities which are a part of our normal educational provision during the school day and information regarding the nature of the types of visit will be included with the acknowledgment request. We will always aim to fully inform parents of the nature of each visit, activity or series of a similar nature, remind parents that they have acknowledged this, and give opportunity to update information and emergency contact details. On occasions a curriculum opportunity may become available at short notice and we will always aim to notify parents that their child will be offsite.

Non-routine consent: Written consent will be gained on enrolment for those visits which are non-routine visits and activities and those visits which fall outside of normal hours. We will fully inform parents of the nature of each visit, activity or series of a similar nature.

Specific consent: Written consent will be gained for every individual visit, activity or series of a similar nature which involve a higher level of risk including but not limited to longer journeys, residential visits and adventurous activities. We will fully inform parents of the nature of each visit, activity or series of a similar nature.

Medical information: We will use the medical information on record in our Student Information Management system alongside any updated information which parents will be given the opportunity to provide for most visits and activities. Where visits or activities involve a higher level of risk it may be appropriate for separate medical information and consent forms to be completed.

EVC Training: The EVC will attend appropriate training and revalidation as required by the employer.

Visit Leader Training: Visit leaders will be approved by the Headteacher and will have attended appropriate training as required by the employer.

3. Planning and approval procedures

Visit leaders should follow the employer policy, establishment policy, guidance, local procedures and standard assessments of risk. Risk management is a vital part of planning and assessing benefits and risk associated with

visits and activities. Sensible risk management relates to identifying significant hazards and mitigating against risk through appropriate control measures. It is not a paperwork exercise but a dynamic process before and during a visit or activity in order that young people can be kept safe from harm. External providers: Wherever possible, visit leaders will gain credible assurances of health & safety management systems and quality provision through a Learning Outside the Classroom Quality Badge. Alternatively, assurances will be gained through a Provider Statement as detailed in the employer policy.

4. Visit Planning and Management System

Evolve is the NYC web-based system used to facilitate the efficient planning, management, approval and evaluation of visits. All staff that lead or accompany visits can access their own account which is set up by the Educational Visits Co-ordinator. The default option is a day visit within the United Kingdom. Visits can be further categorised as follows:

- On-site or local learning area
- Joint visit
- Overseas
- Residential
- Adventurous (provider led)
- Adventurous (self-led)

Approval of visits will be made as detailed below. Initial approval in principal will also be gained as required in the employer policy.

Governing Body: The governing body has a strategic role to set the vision and direction of the school and has responsibility for its educational and financial performance. To enable this it will hold the Headteacher to account by oversight of learning beyond the classroom opportunities to ensure that the educational experiences are of high quality, that best value is obtained and financial regulations are adhered to.

Adviser: Visits abroad and all self-led adventurous activities regardless of location (as detailed in guidance).

Headteacher: All visits and activities.

Educational Visits Co-ordinator: All visits and activities.

Visits will be recorded as detailed in the summary table below:

	Planning/Recording Process	Risk Management	Final Approval
On-site	Risk Assessment	Risk management supplemented by specific documentation where necessary	EVC/Head
Day Visit	Risk Assessment/Recorded on Evolve	School risk manages journey and non-provider led activities using risk management supplemented by specific documentation where necessary	EVC/Head
Overseas	Risk Assessment/Recorded on Evolve	Risk management and supplemented by specific documentation necessary	Adviser
Residential	Risk Assessment/Recorded on Evolve	Risk management and supplemented by specific documentation necessary	Head
Adventure, provider led	Risk Assessment/Recorded on Evolve	Provider risk manages activities	Head

		School risk manages journey and non-provider led activities using risk management supplemented by specific documentation where necessary	
Adventure, self-led	Risk Assessment/ Recorded on Evolve	Specific Risk Management	Adviser

5. Incident Management

Incidents will be reported to the Headteacher and/or EVC as necessary.

6. Monitoring of visits and procedures

Governors will monitor the implementation of this policy by acting as a critical friend in monitoring the implementation and effectiveness of the policy. The Educational Visits Co-ordinator will ensure that there is a system in place for appropriate monitoring of visits and activities.

7. Charges for Off-site Activities and Visits

Charges for educational off-site visits and adventurous activities, including charges for visits and transport, requests for voluntary contributions and remission of charges are made in line with DfE guidance and the school's charging and remissions policy.

8. Inclusion & SEND

We endorse the principles for young people of a presumption of entitlement to participate, accessibility through direct or realistic adaptation or modification and integration through participation with peers. We acknowledge that it is unlawful to treat a young person with a protected characteristic less favourably or fail to take reasonable steps to ensure that young people with protected characteristics are not placed at a substantial disadvantage without justification. We also acknowledge that expectations of staff must be reasonable, so that what is required of them (to include a young person) is within their competence and is reasonable. See the school's SEND Policy.

9. Safeguarding

Safeguarding procedures should be considered as part of the planning process with additional consideration for residential visits. Visit Leadership Teams should:

- As part of planning, liaise with the Designated Safeguarding Lead (DSL) and other staff to identify any relevant safeguarding issues
- Have access during a visit to the DSL (or trained deputy) either directly or through the Base Contact.

Any volunteers who accompany any visit or activity will be vetted and be directly supervised by a member of staff. If they are to have significant unsupervised access to young people then an enhanced DBS disclosure will be obtained and they will undergo induction and training in their role and responsibilities as detailed in employer and school policies and local procedures. See the school's Child Protection and Safeguarding policies.

10. Insurance

Young people participating in visits and activities will have appropriate insurance arranged independently by the school. Any differences to this will be notified to parents/carers as appropriate before any consent or payment is made.

11. Transport

Careful thought must be given to planning transport to support off-site activities and visits. Statistics demonstrate that it is more hazardous to travel to an activity than to engage in it and staff must follow any specialist guidance provided by their employer.

12. Local Learning Area (LLA)

The school has established a Local Learning Area (LLA) to support frequent, curriculum-based learning outside the classroom. The LLA comprises locations within the immediate vicinity of the school that are regularly used for educational purposes. Activities within the LLA are considered part of normal curriculum delivery and may be led by competent members of staff who are familiar with the area and the procedures set out in this policy.

The Local Learning Area includes approved locations that:

- Are within the boundaries defined by the school.
- Are easily accessible from the school on foot.
- Have been assessed as suitable for routine educational use.
- Do not involve adventurous activities or environments requiring specialist qualifications or additional approval.

Visits and activities within the Local Learning Area do not normally require individual visit approval, provided that:

- The member of staff leading the activity is familiar with the location, route and emergency arrangements.
- Appropriate supervision arrangements are in place.
- Any specific needs of participants have been considered.

Staff leading activities within the Local Learning Area must:

- Undertake a dynamic assessment of conditions on the day.
- Ensure participants understand behavioural and safety expectations.
- Carry appropriate emergency contact information and means of communication.
- Follow school safeguarding, emergency and incident reporting procedures.
- Return to school immediately if circumstances make continuation of the activity unsafe or inappropriate.

The school adopts a risk-benefit approach to learning outside the classroom. Staff are expected to manage foreseeable risks through effective supervision, planning and dynamic assessment while recognising the educational value of learning in real-world environments.

Parents/carers will be informed that curriculum activities may take place within the school's approved Local Learning Area. Such activities are covered by the school's educational visits procedures and any consent arrangements determined by the school.

Revised: June 2026

Review date: June 2027

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Name	Position	Signature	Date
Neil Clark	Head Teacher		
Karen Hainsworth	EVC/Class Teacher		
Liz Atkinson	Class Teacher		
Bethany Rowling	Class Teacher		
Paula Gudger	HLTA		
Nicki Guyll	HLTA		
Kirsty Burkitt	GTA		
Katie Jackson	GTA		
Tracey Laws	GTA		
Sophie Taylor	GTA		
Elaine Walters	Student GTA		
Alison Morton	Senior Administrator		
Clare Marsh	Admin Assistant		
Daniel Hills	Club Manager		
Julie Noble	Club Assistant		
Jane Quy	Chair of Governors		