



Kendall Church of England Primary School

The Learning Outside the Classroom Policy

relating to Kendall C of E Primary School

was approved by the Governing Body

in the Autumn 2025

Establishment type	Voluntary Controlled Primary School
Name of establishment	Kendall CE Primary School
Who is employer	Essex County Council
Responsibility for offsite visits	Deputy Headteacher
Policy agreed	Autumn 2025
Signed off by	Governing Body
To be reviewed	Autumn 2028
Other Policies Related	Charging & Remissions Critical Incidents Curriculum Equality & Diversity Health & Safety Teaching & Learning (Guidance for procedures in the event of a critical incident on Off-Site visits)
Other Paperwork Attached (appendix)	Appendix 1 – Procedure for Organising Educational Visits Appendix 2 – Educational Visits Risk Benefit Assessment Performa Appendix 3 – Extended Learning Locality

1 Introduction

1.1 The Employer / Governing Body has the responsibility of providing guidance for off-site school visits and it is essential that any Staff member of Kendall CE Primary School reads this policy before contemplating or organising any educational trip or visit to be made by children from this school.

- Read *THE OEAP National Guidance – Guidance for the Management of Outdoor learning, Off-site visits and Learning Outside the Classroom*. (Essential reading documents specific for your role e.g. Governor / Head / EVC / Visit Leader / etc.) See website link : www.oeapng.info/
- The remaining parts should be referred to as and when guidance is sought.

NB: FAILURE TO FOLLOW THESE REGULATIONS MAY LEAD TO CONSEQUENCES FOR INSURANCE COVER AND LEGAL LIABILITY.

2 Learning Outside the Classroom Ethos

2.1 Learning Outside the Classroom (LOtC) is an integral part of learning at Kendall CE Primary School, furthering the education of the pupils. Educational visits and learning experiences outside the classroom are arranged for pupils at Kendall CE Primary School not only so pupils learning is benefited but also so that knowledge, understanding and skills can be developed through experience that is not achievable in the classroom.

‘When you step outside the classroom you have the opportunity to transform learning and raise achievement. Learning outside the classroom allows participants to learn in context, to learn by practical engagement, and to learn by personal discovery.’ **DCFS, Council for LOtC, Out and About Guidance 2006**

2.2 Educational visits and LOtC are defined as the use of alternative places other than the classroom for teaching and learning. Learning opportunities outside of the classroom commonly use areas such as the school grounds, the Recreation Ground, our own and neighbouring woodlands, and places further afield.

2.3 The governors and leaders of Kendall CE Primary School are committed to developing inclusive frequent, continuous and progressive LOtC for all pupils.

2.4 All schools are required to offer children a broad and balanced curriculum that promotes spiritual, moral, cultural, mental and physical development.

2.5 All activities must have a clearly defined educational purpose and we seek to ensure that the National Curriculum is delivered to all children, regardless of social background, race, gender or differences in ability. All are entitled to the development of knowledge, understanding, skills and attitudes. To enrich the curriculum for the children at Kendall CE Primary School, we offer a range of educational visits and other activities that add to what they learn at school.

3 Our Forest School

3.1 At Kendall we believe that Forests Schools plays a central and integral part in our creative curriculum. Forest School aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners. It offers learners the opportunity to take supported risks and uses a range of learner-centred processes to create a community for development and learning.

3.2 Our Forest School learning environment provides opportunities for children to:

- Develop self-esteem
- Develop self-confidence
- Form positive relationships with others
- Develop a growing awareness of their emotional needs and the needs of others
- Learn to cooperate and work with their peers and adults
- Develop strategies in order to take risks within the boundaries of safety
- Learn specific skills which link into the curriculum
- Develop knowledge and appreciation of the natural world and a forest environment

3.3 Kendall CE Primary School's Forest School is about exploring and experiencing the natural world through practical activities. The children go out in all weathers, all year round, exploring and learning from the seasons

and changes in the environment. Appropriate clothing will be worn. During high winds or lightening it will be considered unsafe to go into the woods.

3.4 The health and safety of the adults and children is paramount at all times throughout any Forest School activity and session. Safe practice is reinforced through regular reminders. The Forest School programme provides children with opportunities to develop independence and to take responsibility for their own learning. Whilst being independent in their learning, they will develop early risk assessment strategies and understand that their actions have consequences. The Forest School Leaders will carry out risk assessments at the beginning of each term which will take account of seasonal changes.

3.5 A rigorous approach is taken to measure the emotional outcomes for pupils that take part in Forest Schools, triangulating Pupil Profiling, Academic Achievement and Pupil Observations.

4 Curriculum links

4.1 All educational visits and activities support and enrich the work we do in school. There are also a number of people who visit the school to support our work. Some visits relate directly to areas of learning for individual classes, whilst others relate to all our children.

4.2 Every effort is made to ensure that LOtC opportunities tie in tightly with our creative curriculum. See Curriculum Policy for further details.

5 Trips and Visits

a. Gaining approval for a trip

5a.1 As part of their responsibility for the general conduct for the school, the Governing Body has adopted this policy for the effective and safe management of educational visits. The Governors must approve any visit involving an Overnight stay or Overseas. The Governors delegate the Headteacher / EVC the responsibility to approve all other visits. The Governors have adopted a charging and remissions policy.

5a.2 The Headteacher or EVC:

5a.2.2 is responsible for ensuring that all school activities are properly planned and appropriately supervised and that this policy is implemented.

5a.2.3 should ensure that the aims of the visit are commensurate with the needs of the pupils, including those with special educational needs for whom additional, appropriate arrangements may need to be made. For additional guidance refer to the Equality Act 2010

5a.2.4 should ensure the suitability of all staff appointed to the visit.

5a.2.5 should ensure that the visit leader fully understands his/her responsibilities.

5a.2.6 should implement effective emergency contact arrangements.

5a.2.7 should ensure that financial and insurance matters, staff ratios and parental consent are dealt with appropriately.

5a.2.8 should have a system in place to record, audit and monitor school off-site visits.

5a.3 An electronic submission process EVOLVE is used to log, audit and approve the following:

Visit Type	Formal Approval Required by
Overseas	Local Authority
Residential (not Quality Badge Holder)	Local Authority
Residential (Quality Badge Holder)	EVC
Adventurous	EVC
Day (other than local area visits)	EVC
Local Area (see Appendix 3)	Visit Leader

b. Choosing a Provider

5b.1 After considering the reasons for the visit, the visit leader should check out the provider using EVOLVE.

5b.2 On Residential, Adventurous or Overseas visits, leaders should check to see if the Provider holds the LOTC Quality Badge or has specific National Accreditations (ABTA bonded, AALA licence, Adventuremark, etc.)

c. Parental Consent

5c.1 Written consent will not be required for visits that take place during the hours of school and are a normal part of a child's education at school.

5c.2 Parents will be notified when trips are taking place through regular updates on the school newsletter and letters sent home by class teachers and visit organisers.

5c.3 Permission will be sought for the following visits:

- Residential
- Overseas
- Adventurous
- Day visits taking place beyond normal school hours

d. Visits and Staffing

5d.1 For all visits the visit leader, EVC and Head of establishment 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.

5d.2 Visit leaders must collect Critical Incident Cards and Emergency Contact Cards before the visit which must be kept with the visit leader and any accompanying adults throughout the duration of the visit.

5d.3 Young Children must be kept in escort's group at all times. With older children close, or even remote supervision, is acceptable with suitable checks and contingencies in place.

5d.4 There should be a system in place to safeguard young people at all times.

5d.5 Courtesy to the public must be shown at all times, care taken not to block pathways, etc.

5d.6 Escorts should ensure the safety and well-being of the pupils in their care and inform the visit leader or another member of staff of any relevant incident involving pupils in their care as soon as possible.

5d.7 On return, a teacher must remain with uncollected children until all parents have arrived and all children have departed.

e. Financing the Visit

5e.1 When stating the cost for each individual explain where this cost has come from and that the school would like a voluntary donation from parents to fund the visit. Stipulate the County/School's policy concerning parents who are unable to offer a voluntary contribution – which is that, no child will miss a trip if parents do not make a voluntary contribution. Stress, however, that if sufficient financial support is not forthcoming that the visit may have to be cancelled. State when and how you would like to receive payment.

f. Insurance

5f. Insurance for all school visits is covered by Essex County Council.

g. Emergency / Critical Incident Procedures

5g.1 All leaders must carry the school's 'Critical Incident form' (z Cards) – with Emergency Telephone contacts and action plan should an incident happen.

5g.2 A critical incident is defined as “when a member of an Essex County Council group has suffered a life-threatening injury, fatality or is in peril, including being lost”.

5g.3 Procedures to be followed by the leader in the event of a critical incident:

The following suggestions are intended as a guide to enable leaders to follow a course of action covering the main basic priorities. Obviously no such list will ever be finite and other actions may be necessary depending on the situation. However, it is important that the relevant information is quickly and easily available, especially when groups are off-site and whatever the time of day or night.

1. Assess the situation.
2. Protect the party from further injury or danger.
3. Administer First Aid.
4. Call the emergency services (999), as appropriate.
5. State the nature of the emergency.
6. Give your name and address / location and telephone followed by:
 - The nature of the incident.
 - The number of individuals involved.
 - The condition of those involved and where they are located.
7. Ensure an adult accompanies any casualties to hospital
8. Phone home emergency contact person – **Lead Manager** (and **Critical Incident Management Team Management** or **nominated officer**)
9. It is probable that both staff and participants will be in a state of shock, therefore:
 - Remove the remainder of the party to secure accommodation and place under the care of a member of staff able to protect them from the attention of the press / media.
 - If necessary request the police to assist.
 - Calm and comfort participants and arrange for their evacuation.
10. Do not make any statements to press/media or allow anyone else to make statements other than expressions of sympathy.
11. Refer all media enquiries to the ECC Press Office
Tel: 01245 434100 / 03330132800 Office hours – or 07717 867525 Out of office hours

5g.4 **Procedures for lead manager or staff receiving notice of a critical incident:**

1. Calm and reassure the caller and then take down the following details:
 - Name and telephone number of the person making the call.
 - Name of the group.
 - Nature, date and time of the incident.
 - Details of injuries, hospital – has a staff member gone with the injured to the hospital? Who?
 - Are all party members accounted for?
 - Names and telephone numbers of those involved.
 - Action taken so far.
 - Instruct that a written log of all actions and conversations is kept.
 - Ask that anyone involved with the party give a short written account of the incident.
 - Telephone numbers for future communication (is there a fax, available for use?) For serious accidents where the media are involved try to identify alternative telephone numbers at 'home' and 'off-site' base, as other lines will quickly become jammed. It is not for the party leader or other members or Service Unit staff taking the message to discuss matters with the media.
 - **Under no circumstances should the name of any casualty be divulged to the media / press.**
2. Reassure the caller that swift action will follow.
3. Immediately notify a member of the Critical Incident Management Team.
4. Keep a record of all communication, including times, dates and messages given and received.

5g.5 **Procedures for the school Critical Incident Management Team (CIMT):**

1. The CIMT should be provided with the following information:
 - Name and telephone number of the person making the call
 - Name of the group
 - Nature, date and time of the incident
 - Details of injuries, hospital – has a staff member gone with the injured to the hospital? Who?
 - Are all party members accounted for?
 - Names and telephone numbers of those involved
 - Action taken so far.

- Ensure that a written log of all actions and conversations should be kept.
 - Ask that anyone involved with the party give a short written account of the incident
 - Telephone numbers for future communication (is there a fax. available for use?). For serious accidents where the media are involved try to identify alternative telephone numbers at 'home' and 'off-site' base, as other lines will quickly become jammed. It is not for the party leader or other party members of Service Unit staff taking the message to discuss matters with the media.
 - Under no circumstances should the names of any casualty be divulged to the media / press.
2. The CIMT should speak directly with the group leaders to determine the precise details of the incident and to determine the appropriate course of action to be taken by the group and by CIMT (including informing the ECC Press Office via the SCF Communications Team). This could include sending an officer to the incident site.
 3. Contact with parents/guardians/relatives should be agreed with the party leader.
 4. The CIMT member will decide who else to inform e.g. Employer Cabinet member / Governor.
 5. Ensure Health and Safety Executive and Essex County Council Health and Safety have been informed where appropriate.
 6. Decisions relating to the organisation of services to bring the group home may well be made by the CIMT.
 7. The CIMT member will collate and prepare a detailed report, arranging a visit to the site if necessary.

Key contact numbers

Schools Communications Team	01245 434745	Office hours
Press Office	03330 132800	Office Hours
	07717 867525	Out of hours, weekends and public holidays
Emergency Contact Team – Emergency Only!	07767298483	Out of Hours Emergency (If no contact above)

h. Monitoring and Evaluation

5h.1 After any visit, the visit leader will complete an evaluation of the trip using the functionality on EVOLVE.

5h.2 Any significant issues should be shared with the EVC, the Head/Manager and the employer's advisory team.

Appendix 1 – Procedure for Organising Educational Visits

1. If there is a cost implication, consult the business manager with regard to the funds in the appropriate cost centre to check viability.
2. Run the idea by the Headteacher and/or EVC.
3. Check the school diary to ensure that there is no clash with other event.
4. Book the visit provisionally with the appropriate provider and arrange transport with the school office if necessary.
5. Send a letter to all parents, checked by the Headteacher or Deputy Headteacher in their absence.
6. Inform the office and provide the office with a copy of the letter so that it can be uploaded to Pay360 and payment taken.
7. Complete the visit arrangements on EVOLVE and upload any appropriate risk assessments.
8. Submit the visit on EVOLVE at least 3 working days prior to the visit (one month is required for all abroad, adventurous or overseas visits).
9. Collect the required number of Critical Incident Cards and Emergency Contact Cards from the EVC.

Appendix 2 – Educational Visits Risk Benefit Assessment Performa

 Kendall Church of England Primary School	RISK ASSESSMENT FORM
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ACTIVITY:		Group Leader:		
Visit Details:			Date of Visit:	
Assessment by:		Date:	Target Date for review:	
Approved by:		Position:	Date:	
Significant Hazards and Associated Risks Those hazards which may result in serious harm or affect several people	Those who might be harmed Persons at risk from the significant hazards identified	Control Measures(CM's): Controls, including relevant sources of guidance (e.g. Generic Risk Assessment, CSF Offsite Visits Manual, Guidance from Provider, etc.). Specific CM's not included in the generic RA (e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)	Probable Benefits	Residual Risk Rating (H / M / L)

Notes for guidance:

- Focus on *significant* hazards and associated risks over which Group Leaders / Group Members have control
- Control Measures should be simple and easy to understand
- Include reference to external guidance from providers / LA as part of Control Measures (CM's), where relevant. Also, CM's not included in the Generic Risk Assessment, briefings, actions by leaders and participants, qualifications / experience of supervisors
- Consider the key variables: **S**taffing; **T**iming; **A**ctivity; **G**roup; **E**nvironment; **D**istance from support (STAGED)
- Compile Risk Assessments with contributions from as many people concerned as practicable, including participants
- Ideally, each Risk Assessment should be no longer than one side of A4
- Ensure, as far as is appropriate, that understanding of the Risk Assessments is shared across all members of the group
- Include Additional CM's if generic CM's are insufficient, existing CM's cannot be met or circumstances change
- Review the Risk Assessments after any incident and as a matter of routine on an annual basis

Definitions:

- **Hazard** Anything with the potential to cause harm
- **Risk** The likelihood that someone may be harmed by the hazard

- **Significant** A hazard is significant when either it may cause *serious* harm to an individual or it may harm *several* people
- **Control** Arrangements in place to reduce / manage the risk
- **Measures**

Reducing the Risks:

- ✓ Experienced and competent leaders
- ✓ Improve briefings
- ✓ Apply stricter supervision ratios
- ✓ Separate people from the risk
- ✓ Reduce the period of exposure to the risk
- ✓ Provide PPE
- ✓ Use alternative method
- ✓ Increase training and qualification of leaders
- ✓ Specify higher competence level of participants
- ✓ Discontinue the activity

Appendix 3 – Extended Learning Locality

Boundaries

The boundaries of the locality are shown on the map in Appendix 4. This area includes the following frequently used venues:

- Old Heath Recreation Ground and Community Gardens
- St Stephen's Church
- St Leonard's Church
- Wimpole Road Methodist Church
- Colchester Cemetery
- Colchester Buddhist Centre
- TenPin Bowling
- Castle Park
- Colchester Synagogue
- Town Centre (including Waterstones etc.)
- Hythe Area
- Abbey Fields/Garrison
- Mercury Theatre
- Partner Schools within the Colchester School's Consortium

We use this extended area on a regular basis for a variety of learning activities, and approved staff are allowed to operate in this area without completing the EVOLVE visit approval process, provided they follow the below Operating Procedure.

Operating Procedure for Extended Learning Locality

The following are potentially significant issues/hazards within our extended locality:

- Road traffic.
- Other people / members of the public / animals.
- Losing a pupil.
- Uneven surfaces and slips, trips, and falls.
- Weather conditions.
- Activity specific issues when doing environmental fieldwork (nettles, brambles, rubbish, etc).

These are managed by a combination of the following:

- The Head or Deputy Headteacher must give verbal approval before a group leaves.
- Only staff judged competent to supervise groups in this environment are approved. A current list of approved staff is maintained by the Deputy Headteacher.
- There will normally be a minimum of two adults.
- Staff are familiar with the area, including any 'no go areas', and have practiced appropriate management techniques.
- Pupils have been trained and have practiced standard techniques for road crossings in a group
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group.
- Pupils' clothing and footwear is checked for appropriateness prior to leaving school.
- Staff are aware of any relevant pupil medical information and ensure that any required medication is available.
- Staff will inform the school office of the number of children and which adults are leaving the school site.
- The school office will have contact details for the visit leader and will be in contact if necessary.
- All visits will be accompanied by a first aid trained member of staff and relevant first aid equipment will be taken.
- The visit leader will have completed the local area visit form on EVOLVE.

Appendix 4 – Extended Learning Locality Boundaries Map

