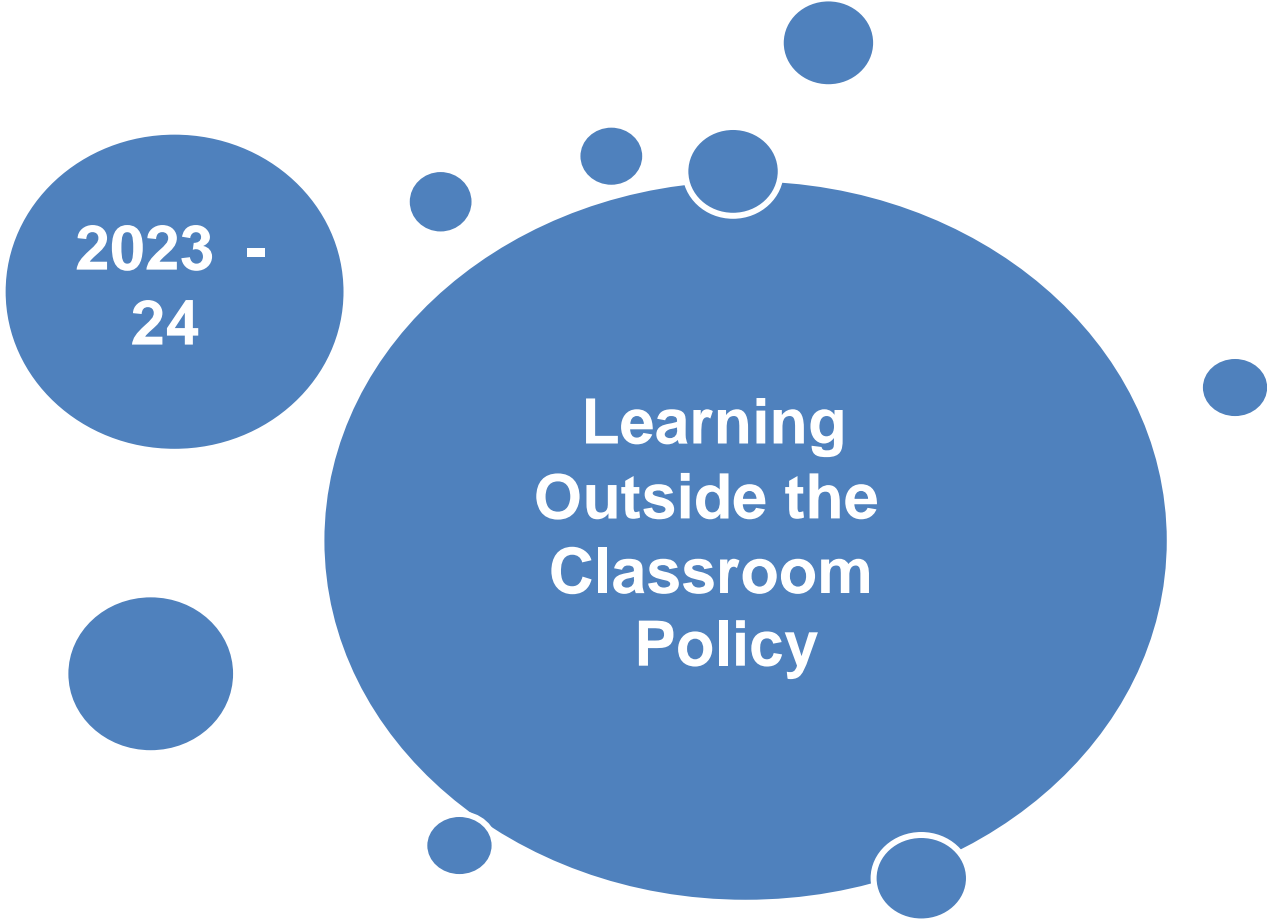


The ContinU Plus Academy





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Learning Outside the Classroom Policy



The ContinU Plus Academy (CPA) believe that 'learning outside the classroom' is an essential part of the learning process for all students, bringing learning to life through compelling learning experiences.

Aims

- To broaden the curriculum beyond the boundaries of the CPA;
- To provide all young people with a wide range of experiences outside the classroom, including extended school activities, integrated and targeted student support and one or more residential visits;
- To offer a high quality learning experience for both students and staff;
- To identify ways of engaging parents/carers and the wider community in 'learning outside the classroom'.

Methods

- Regular school trips including enrichment activities
- Curriculum based learning via Outdoor Education
- Curriculum based opportunities via Alternative Provision

Objectives

- To detail the procedures required when organising a school trip;
- To identify the roles of trip organisers, accompanying staff and students;
- To identify the procedures required when organising Outdoor Education sessions;
- To identify the roles of the Outdoor Education instructor(s), learning coach(es) and school based support;
- To detail the procedures required when organising Alternative Provision (AP);
- To identify the roles of staff responsible for AP oversight, safeguarding and QA;

Trips and Visits – Planning Procedures

It is the belief of the CPA that staff should be encouraged to organise and take students on school trips. The planning procedures are designed to ensure that the following standards are adhered to:

- Trips are of a suitable educational nature;
- The safety of both staff and students is assured;
- The trips are financially sound;
- Senior staff and the Governing Body (where appropriate) approve all trips;

Domestic, Non-Residential/Adventurous Activities (trips), Within 25 Miles

To ensure that these standards are complied with, all staff should be guided by the following planning stages:

Stage 1:

Discuss the initial idea with the appropriate line manager and by completing the T1 School Trip Planning Form, the T2 Finance Form and the F1 Visit Notification Form. Trip organisers should discuss their ideas with experienced members of staff who have organised trips in the past and the completed documents should then be passed to the Educational Visits Coordinator (EVC).

Stage 2:

Confirm with the EVC the number of staff, students and the form/year group that will be taken. If possible trips must be organised well in advance. If residential, outdoor and adventurous activity is planned the proposal should be discussed with the EVC who will outline the additional layers of planning that will be required for such trips. The EVC will confirm with SLT that the trip is viable and can run on the dates suggested without affecting the smooth running of the school. If the trip is deemed viable then the EVC will go back to the trip leader, give permission for the trip to go ahead and will request a full risk assessment be produced.

Stage 3:

The completed Risk Assessment should be passed to the EVC in advance of the trip – suggested one full week. Details regarding staffing, the activity, group dynamics/numbers, the environmental conditions and the distance/travel arrangements will be checked by the EVC and, if they are appropriate, will be signed off. It is expected that *Emergency Contact Cards* with at least 5 contact numbers will be given to pupils on the trip – the final decision on the necessity of these cards rests with the EVC. **No trips should go ahead until a 'Risk Assessment' is carried out and completed copies of all documentation is left with school reception.** Where relevant, the school kitchen should be informed about the number of packed lunches required.

Overseas Visits, Residential or Adventurous Activities (including water based)

Trips abroad, residential trips in the UK and adventurous activities (including water based) need to be approved by the Headteacher/Chair of Governors and/or an appropriate delegate (the EVC). The relevant forms (OS3 Information Required from Parents/Carers Prior to Residential Off-site Visits and the OS5 Notification of Educational Visits) need to be completed at this point.

Notification of this visit (Form F2) must also be sent at this stage to Bill Taylor and Stew Puttick (B&S Educational Systems and Training Ltd) who act as the schools visit (emergency) support partner.

Stage 4 (following on from and in addition to the stages required for domestic visits):

Provisional bookings should now be made with the appropriate transport companies, venues and/or tour operators.

Stage 5:

As soon as the required number of students has been collated, confirmation of all bookings should be given. A list (OACL Off-site Activities Contact List Form) of all students going on the trip should be given to the EVC. Where relevant, the school kitchen should be informed about the number of packed lunches required.

Stage 6:

A finalised version of the OACL (Off-site Activities Contact List) then needs to be organised. This will identify a CPA based staff member to act as a liaison officer between the trip members, parents/carers and the CPA in the event of an emergency or the need for parental/carer or school contact. The EVC must have a list of all staff and students' names, addresses, emergency contact numbers and any additional information that may be helpful in the event of an emergency. The EVC must be known by staff, students, parents/carers and a contact number should be made available for any time of the day or night. For ALL residential visits the EVC should ensure at this point that at least one first aider and at least one member of SLT are among the named staff of the trip.

Stage 7:

In certain circumstances staff may wish to organise a pre-trip Parents/Carers' Information Evening to outline the plans and rules for the trip. This may also be used to answer any questions from parents/carers and to reassure them of their child's safety. **Stage 8:**

The Trip Organiser should ensure that a mobile phone is carried throughout the trip and that all staff on the trip are aware of the contact number for the EVC. In the event of a serious occurrence it may be necessary for the EVC to attend the scene as soon as possible. It is expected that *Emergency Contact Cards* with at least 5 contact numbers will be given to pupils on the trip along with any important information such as the address of the accommodation and meeting points for lost pupils – copies should be kept and included in the visit folder along with the paperwork, itinerary, maps, individual activity risk assessments and all contact information.

Stage 9:

Before the trip can go ahead a meeting should be held including all staff on the trip, the Head teacher, EVC and SLT under the guidelines of 'Management of Visit Emergencies'. During this meeting the Visit Leader should present the Visit Folder including all documentation and an outline of what the response will be in the event of an emergency to the group. A chain of communication must be made clear and all roles within it should be made clear. In all cases mobile phones **should not be relied upon** and additional alternative methods of communication (including radios) should be discussed. If there is an emergency whilst on the trip, then the EVC and/or CPA based appointed person responsible should be contacted immediately. **It is essential that 5 or more contact details are held by staff on the trip so that contact will be made swiftly in case of emergency.**

Stage 10:

If the Headteacher and EVC are satisfied at the end of this meeting that the trip can go ahead then final permission will be granted. If not, the meeting will be repeated within 24 hours when all

additional material will be made available. **Until final approval is given by the Headteacher and EVC the visit MUST NOT go ahead.**

Stage 11:

Upon final approval, the Visit Leader should duplicate the folder 4 further times. The folders are held by the following people (or in the following places) until successful completion of the trip:

- The Visit Leader
- The Appointed Deputy Leader
- The Headteacher
- The EVC
- The school reception

The Headteacher and EVC should take their copies of the folder home with them so that they have full access to information outside of working hours.

Stage 12:

Upon successful completion of the visit a full debrief and evaluation should take place. This meeting should be attended by the same staff as in the 'MOVE' meeting prior to approval. After this meeting all but **one copy (to remain with the EVC)** of the folders should be destroyed for Data Protection purposes.

Regular Enrichment Activities

Regular enrichment activities follow the same protocol as that for Domestic Visits (Stages 1-3 above). In the event that activities are water based or adventurous – some of the processes expected within stages 4-12 will be demanded of visit leaders by the EVC. These must have been completed satisfactorily and must be signed off by the Headteacher/EVC before the activity is allowed to go ahead.

Outdoor Education – Planning Procedures

Outdoor Education has always been a cornerstone of the CPA curriculum due to the extended range of skills, knowledge and experiences that can be gained by the pupils who take part. Outdoor Education sessions are a combination of trips, activities, opportunities and enrichment and planning for Outdoor Education lessons therefore follows a bespoke planning structure.

Stage 1:

The Outdoor Education instructor is responsible for the completion of an Area Improvement Plan (AIP) that indicates the strategic contributions and intent of the department in achieving whole school improvement.

Stage 2:

The Outdoor Education instructor is responsible for the completion of a Long Term Plan that outlines what activities will be covered/offered to pupils at the different times of the year (this is often most dependant on the weather).

Stage 3:

The Outdoor Education instructor is responsible for the Medium Term plans that detail what activities will be running for the duration of the current half term. This document demonstrates the locations, activities and learning opportunities given to pupils during this time.

Stage 4:

The Outdoor Education instructor presents (on a Friday afternoon or Monday morning) to their Line Manager and/or the Headteacher a weekly plan specifically detailing what will be happening during that week. Any documentation such as risk assessments or contact information may be presented as part of this meeting and a full review/debrief of the previous week is discussed. Throughout the planning process the Outdoor Education instructor may refer to the OEAP guidelines for further support.

Stage 5:

As part of the ongoing Performance Management process, the Outdoor Education instructor is subject to QA (through observation) at calendared times within the school year.

Alternative Provision – Planning Procedures

The CPA aims to reduce the gaps in learning generated by disengagement from education prior to referral. As such, and by the time pupils approach or enter Key Stage 4, the CPA is committed to providing a personalised and bespoke curriculum for each pupil. The dual purpose of this is to generate and encouragement engagement in school and to prepare pupils for successful and sustainable post 16/17 destinations. Starting courses in Key Stage 4 and 5, building links with providers, beginning courses that have logical 'next steps' and developing a clear understanding of what they want to do in the future all help to achieve these aims. Planning for Alternative Provision (AP) has a clear structure.

Stage 1:

The SLT staff member responsible for Alternative Provision (AP) will consult with Year 9 (during the options process), Year 10, 11 and 12 pupils with regard to what learning opportunities they feel would broaden their curriculum and provide vocational, academic, therapeutic (emotional support) or practical routes into their chosen post 16/17 destination. These responses are then researched and, according to cost, location, suitability etc, are visited by the relevant SLT link to make a formal approach for provision.

Stage 2:

Should a provider be deemed suitable by the relevant SLT link and, if the budget can support the provision, an SLA is produced highlighting what courses are required, which pupils will attend, what the responsibilities of the school, provider and pupils will be and what the costings will be for the term.

Stage 3:

Once an agreement is in place between the school and the provider and all safeguarding information, compliance and SLAs have been signed/exchanged pupils are required to complete participation forms that gain consent from parents as well as providing medical and emergency contact information to the provider.

Stage 4:

When all paperwork has been completed, signed off and is held by all stakeholders pupils will attend the provision for a Taster Session and may well be accompanied by a member of CPA staff to assist in settling them into their new surroundings. Should pupils return from the Taster Session with a positive outlook on the provision they continue to attend each week and will be expected to do so for the remainder of the term (at least until a new SLA is required).

Stage 5:

Pupils opting in to AP for a period of at least 1 term will be expected to attend the provision or be 'absent' from school. In order to maintain the smooth running of school pupils on AP are **not expected to be on site on their AP day**. The school management reserves the right to keep pupils on site if they deem circumstances to be significant enough.

Stage 6:

Alternative Provision (AP) venues are subject to QA and the relevant SLT link will remain in contact via telephone and email with the providers and is the first point of contact in school should

there be any issues, concerns or emergencies. The SLT link will make arrangements to observe practices at all providers, for all year groups and on all AP days each term throughout the year. The SLT link will provide feedback to the Headteacher on the progress of pupils on Alternative Provision and will keep records of observations.

Stage 7:

Alternative Providers are expected to contribute to progress checks and must update the Deputy Headteacher every half term on the progress of CPA pupils. This progress information will contribute to a pupils' overall progress and their current school performance as discussed in War Cabinet and FOCUS meetings. Alternative Providers are also responsible for contributing to the termly reports to parents where appropriate.

Stage 8:

As the completion of a full school year approaches the SLT link will begin the cycle again in preparation for the new school year. It must be noted that AP placements may begin at any time and with new, former or existing providers – this planning cycle may begin at any point within a term if finding AP is in the best interests of the pupil. The CPA deems increasing attendance or engagement, the personalisation of curriculum and/or the reduction of stress/anxiety as the most appropriate reasons to support an AP placement.

Summary

Outdoor Education, Alternative Provision, trips/visits and enrichment should be an enjoyable learning experience for all those involved. It is the policy of The ContinU Plus Academy to support such opportunities, to ensure their success and to support the members of staff organising them.

The primary importance of the Learning Outside the Classroom Policy is to ensure the safety of staff and students at all times.

A copy of the Learning Outside of the Classroom Policy is published in its entirety on the CPA's website (www.continuplus.org.uk).

Date Policy Created:

January 2013

Member of Staff Responsible:

Tracey Roberts (Deputy Headteacher)

Review Date:

September 2024

Signed:



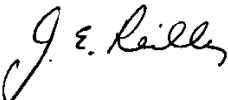
(Staff member responsible)

Signed:



(Headteacher)

Signed:



(Chair of Governors)