



# **Belmont Primary School**

## **LEARNING BEYOND THE CLASSROOM POLICY**

**Date of Approval by Governors: September 2026**

**Signed by Chair of Governors: .....**

**Due for Review: August 2027**

**For the purposes of this policy, 'Learning Beyond the Classroom' includes educational visits, curriculum enrichment activities, Forest School, outdoor learning, local area visits, residential experiences, sporting events and any activity taking place beyond the normal classroom environment.**

## **1. Statement of Intent**

Belmont Primary School believes that educational visits and outdoor learning are an integral part of a broad, balanced and ambitious curriculum. They provide valuable opportunities to enrich learning, develop independence, promote personal growth and enhance pupils' social, emotional and cultural development.

We are committed to providing high-quality educational visits that are safe, inclusive and accessible, enabling all pupils to benefit from experiences beyond the classroom wherever reasonably practicable.

The school recognises that learning outside the classroom promotes resilience, confidence, curiosity and teamwork whilst helping pupils make meaningful links between classroom learning and the wider world.

Educational visits are carefully planned to maximise educational benefit whilst ensuring that risks are identified, assessed and managed appropriately. Our approach is based upon risk management rather than risk avoidance, recognising that children benefit from opportunities to experience appropriate challenge within a well-managed environment.

Safeguarding, health and safety and pupil welfare remain paramount throughout every educational visit. All visits will be planned and delivered in accordance with current legislation, national guidance and the school's safeguarding procedures.

## **2. Aims**

The aims of this policy are to:

- provide high-quality educational visits that enhance teaching and learning;
- promote pupils' personal development, independence and resilience;
- ensure that all educational visits are planned and managed safely;
- clarify the roles and responsibilities of governors, leaders and staff;
- ensure visits are inclusive and accessible wherever reasonably practicable;
- promote effective risk management and proportionate planning;
- support pupils in developing confidence, responsibility and respect for others;
- ensure safeguarding remains central throughout every visit;
- comply with all relevant legislation and national guidance.

### 3. Our Philosophy of Learning Beyond the Classroom

Belmont Primary School believes that some of the most powerful and memorable learning takes place beyond the classroom. Learning Beyond the Classroom (LBTC) is an integral part of our curriculum and provides opportunities for pupils to apply knowledge, develop new skills and grow in confidence through real-life experiences.

We believe that educational visits, outdoor learning, Forest School, sporting activities, residential visits and curriculum enrichment should inspire curiosity, promote independence and foster resilience. These experiences support pupils' academic achievement whilst also developing teamwork, communication, leadership, problem-solving and respect for others and the environment.

Our approach is underpinned by the principle that well-managed risk is an essential part of learning. Rather than avoiding risk altogether, we seek to identify, assess and manage risks proportionately, enabling pupils to experience appropriate challenge within a safe and supportive environment.

We are committed to ensuring that Learning Beyond the Classroom is inclusive, accessible and ambitious. Wherever reasonably practicable, all pupils will be supported to participate fully, recognising that every child should have the opportunity to benefit from meaningful experiences beyond the classroom.

Through Learning Beyond the Classroom, Belmont Primary School aims to develop confident, resilient and responsible learners who are well prepared for life in modern Britain and beyond.

### 4. Legislation and Guidance

This policy has been developed in accordance with current legislation and national guidance relating to educational visits, health and safety, safeguarding and equality. It should be read alongside the school's Health and Safety Policy, Child Protection and Safeguarding Policy, Behaviour Policy, Supporting Pupils with Medical Conditions Policy and other relevant school procedures.

In particular, this policy reflects the principles and requirements of:

- **Health and Safety at Work etc. Act 1974** – which places a duty on employers to ensure, so far as is reasonably practicable, the health, safety and welfare of employees and others affected by the school's activities.
- **Management of Health and Safety at Work Regulations 1999** – which require schools to assess and manage risks associated with educational visits and outdoor learning activities.
- **Department for Education (DfE) Guidance: Health and Safety on Educational Visits** – which sets out the responsibilities of schools and employers when planning and delivering educational visits.

- **Outdoor Education Advisers' Panel (OEAP) National Guidance** – which provides nationally recognised good practice for the planning, approval and management of educational visits and learning beyond the classroom activities.
- **Keeping Children Safe in Education (KCSIE)** – which requires safeguarding arrangements to be considered throughout all educational activities, including visits and off-site learning.
- **The Equality Act 2010** – which requires schools to ensure that educational visits are planned and delivered in a way that promotes equality of opportunity and avoids unlawful discrimination.
- **The Special Educational Needs and Disability (SEND) Code of Practice** – which supports schools in making appropriate adjustments to enable pupils with SEND to participate fully wherever reasonably practicable.
- **The Adventure Activities Licensing Regulations** (where applicable) – which ensure that providers of certain higher-risk adventurous activities meet nationally recognised safety standards.

Belmont Primary School will also have regard to any relevant guidance issued by the Department for Education (DfE), the Outdoor Education Advisers' Panel (OEAP), the Local Authority and other appropriate professional bodies when planning and delivering educational visits and learning beyond the classroom activities.

## 5. Educational Value and Curriculum Planning

Educational visits and Learning Beyond the Classroom (LBTC) activities are planned to enrich and enhance the curriculum, providing pupils with meaningful experiences that extend learning beyond the classroom.

All visits will have a clear educational purpose and will support one or more of the school's curriculum aims, personal development priorities or wider enrichment programme. Visits should enable pupils to develop knowledge, skills, understanding and attitudes that complement and enhance classroom learning.

Learning Beyond the Classroom may include, but is not limited to:

- Educational visits linked to curriculum subjects
- Forest School and outdoor learning
- Local area fieldwork and community visits
- Sporting fixtures and festivals
- Performing arts events
- Residential experiences
- Visitors and workshops

- Environmental and conservation projects
- Cultural and heritage visits
- Careers and aspiration activities (where appropriate)

When planning activities, staff should consider:

- the intended learning outcomes;
- how the activity supports the curriculum;
- opportunities to develop pupils' personal, social and emotional development;
- opportunities to promote independence, resilience and teamwork;
- inclusion and accessibility for all pupils;
- safeguarding and welfare requirements;
- appropriate methods of evaluating the educational impact of the visit.

Where appropriate, visits should include activities before, during and after the experience to maximise learning and enable pupils to reflect upon and apply their experiences.

Educational visits should not be viewed as isolated events but as an integral part of Belmont Primary School's wider curriculum and commitment to Learning Beyond the Classroom.

### **Belmont Principles for Learning Beyond the Classroom**

Educational visits and outdoor learning should:

- have a clear educational purpose;
- be inclusive and accessible wherever reasonably practicable;
- complement and enhance classroom learning;
- promote curiosity, confidence and independence;
- encourage pupils to take responsibility for themselves and others;
- provide appropriate challenge through well-managed risk;
- create memorable experiences that inspire a lifelong love of learning.

**Where educational visits or Learning Beyond the Classroom activities involve a financial contribution from parents or carers, arrangements will be made in accordance with the school's Charging and Remissions Policy. Belmont Primary School is committed to ensuring that financial circumstances do not create unnecessary barriers to participation, and appropriate support will be considered where applicable.**

## 6. Planning and Approval of Learning Beyond the Classroom Activities

Effective planning is fundamental to ensuring that Learning Beyond the Classroom (LBTC) activities are safe, educationally valuable and inclusive. All visits and activities must be planned sufficiently in advance to allow appropriate consideration of educational objectives, safeguarding, health and safety, staffing, transport, medical needs and emergency arrangements.

The level of planning undertaken will be proportionate to the complexity, duration and level of risk associated with the activity. Belmont Primary School adopts a **risk management approach**, recognising that appropriate challenge is an important part of children's learning and development.

All visits must have:

- a clear educational purpose;
- appropriate leadership and supervision;
- suitable risk management arrangements;
- appropriate safeguarding measures;
- consideration of pupils' medical, behavioural and additional needs;
- appropriate parental information and consent where required.

### 6.1 Approval Procedures

All educational visits and Learning Beyond the Classroom activities must be approved through the school's agreed planning procedures before taking place.

Belmont Primary School uses the EVOLVE educational visits management system to plan, record and approve educational visits in accordance with Local Authority procedures.

Visit leaders are responsible for ensuring that all required documentation is completed accurately and submitted within the required timescales.

Depending upon the nature of the visit, approval may be required from:

- the Educational Visits Coordinator (EVC);
- the Headteacher;
- the Local Authority (where required).

***No visit may proceed until all required approvals have been obtained.***

### 6.1 Practical Arrangements and Timescales

Educational visits are an integral part of the curriculum and should be planned carefully and sufficiently in advance to maximise their educational value and ensure that all necessary arrangements can be completed effectively.

**Wherever reasonably practicable, educational visits should be organised a minimum of three months in advance.** This allows sufficient time for approval, risk assessment, transport arrangements and communication with parents and carers. Where a financial contribution is required, early planning also provides families with appropriate notice and time to make payments.

Visit Leaders should liaise with the Educational Visits Coordinator (EVC) from the earliest stages of planning. The Visit Leader is responsible for:

- identifying and agreeing the educational purpose of the visit;
- obtaining appropriate quotations and making arrangements with the venue;
- completing the necessary risk assessments;
- providing the EVC with all information required for approval and EVOLVE;
- ensuring the visit is entered onto the school calendar and relevant staff are informed;
- ensuring parents and carers receive appropriate information within suitable timescales.

The **Educational Visits Coordinator (EVC)** will support the Visit Leader with the planning process, arrange transport where required and oversee the completion and submission of the appropriate documentation through **EVOLVE**.

Where a visit relies upon voluntary financial contributions, arrangements must be consistent with the school's Charging and Remissions Policy. If insufficient contributions are received to make the visit financially viable, the school reserves the right to cancel the visit.

## **6.2 Visit Leaders**

Every visit must have an identified Visit Leader.

The Visit Leader is responsible for the overall planning, organisation and safe delivery of the activity.

This includes ensuring that:

- educational objectives are clearly identified;
- suitable staffing and supervision arrangements are in place;
- risks have been appropriately assessed and managed;
- emergency procedures are understood by accompanying staff;
- relevant medical, dietary and accessibility needs have been considered;
- all accompanying adults understand their roles and responsibilities.
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### 6.3 Risk Assessment

Risk assessments should be suitable and proportionate to the activity being undertaken.

The school recognises that risk assessments are intended to support informed decision-making rather than eliminate all risk.

Where appropriate, risk assessments should consider:

- the nature of the activity;
- the age and needs of pupils;
- staffing ratios and competence;
- transport arrangements;
- environmental conditions;
- weather;
- medical needs;
- safeguarding considerations;
- emergency arrangements.

Dynamic risk assessment should continue throughout the activity, with staff responding appropriately to changing circumstances.

### 6.4 Parental Information and Consent

Parents and carers will receive appropriate information about educational visits in advance of the activity.

This may include:

- educational purpose;
- itinerary;
- travel arrangements;
- supervision arrangements;
- clothing and equipment requirements;
- medical arrangements;
- emergency contact arrangements.

Parental consent will be obtained where required in accordance with school procedures and Local Authority guidance.

GENERIC CONSENT FOR LOCAL VISITS ARE HELD IN THE SCHOOL OFFICE.

**Planning should seek to remove unnecessary barriers to participation whilst maintaining appropriate standards of safety. Wherever reasonably practicable, adjustments will be considered to enable all pupils to participate fully in Learning Beyond the Classroom activities.**

## **PLANNING CHECKLIST**

Before approval, visit leaders should ask:

- What are pupils expected to learn?
- Is the activity inclusive?
- Have foreseeable risks been managed?
- Are staffing arrangements appropriate?
- Are safeguarding arrangements robust?
- Would I be confident explaining these arrangements to parents and governors?

## **7. Roles and Responsibilities**

The Governing Body, Headteacher and all staff share responsibility for ensuring that Learning Beyond the Classroom activities are planned, managed and delivered safely, effectively and in accordance with this policy. Successful educational visits rely upon careful planning, effective communication and a shared commitment to safeguarding, inclusion and high-quality learning experiences.

### **7.1 Governing Body**

The Governing Body is responsible for ensuring that:

- the school has appropriate arrangements for planning and managing Learning Beyond the Classroom activities;
- this policy is reviewed regularly and implemented effectively;
- educational visits support the school's curriculum and wider strategic priorities;
- appropriate resources are available to support safe educational visits;
- appropriate monitoring and oversight arrangements are in place;
- health and safety, safeguarding and equality duties are fulfilled.

### **7.2 Headteacher**

The Headteacher is responsible for:

- implementing this policy;
- ensuring appropriate procedures are followed;
- approving educational visits where appropriate;
- ensuring competent staff are appointed to lead visits;
- ensuring appropriate staffing and supervision arrangements;
- ensuring educational visits support the school's curriculum and safeguarding responsibilities;
- ensuring appropriate emergency arrangements are in place.

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

The Educational Visits Coordinator (EVC) plays a key role in promoting high-quality, safe and educationally valuable Learning Beyond the Classroom opportunities throughout the school.

Responsibilities include:

- supporting staff in planning visits;
- advising on risk management;
- completing and overseeing the submission of visit documentation through EVOLVE, using information provided by the Visit Leader;
- ensuring visits comply with Local Authority procedures;
- monitoring visit documentation;
- supporting less experienced Visit Leaders;
- promoting good practice across the school;
- maintaining appropriate records.

### **7.4 Visit Leader**

The Visit Leader has overall responsibility for the planning, organisation and safe delivery of the visit.

This includes:

- planning educational objectives;
- providing the EVC with accurate and timely information required for the completion of EVOLVE documentation (see Staff Handbook for details);
- completing EVOLVE documentation;
- undertaking suitable risk assessments;
- briefing accompanying adults;
- ensuring safeguarding arrangements are in place;
- considering medical, behavioural and SEND needs;
- ensuring emergency arrangements are understood;
- leading dynamic risk assessment throughout the visit;
- evaluating the visit afterwards where appropriate.

## **7.5 Staff and Volunteers**

All accompanying adults are responsible for:

- following the instructions of the Visit Leader;
- actively supervising pupils;
- maintaining appropriate professional conduct;
- following safeguarding procedures;
- reporting concerns immediately;
- promoting positive behaviour;
- supporting inclusion;
- helping pupils achieve the educational objectives of the visit.

Volunteers will work under the direction of school staff at all times.

## **7.6 Pupils**

Pupils are expected to:

- behave responsibly;
- follow instructions promptly;
- show respect towards others;
- take reasonable care for their own safety and that of others;
- respect the environment and venues visited;
- represent Belmont Primary School positively.

## **7.7 Parents and Carers**

Parents and carers are expected to:

- provide accurate medical and emergency information;
- ensure consent is provided where required;
- provide appropriate clothing and equipment;
- inform the school of any relevant changes before the visit;
- support the school's expectations regarding behaviour.

**Learning Beyond the Classroom is most successful when responsibility is shared. Belmont Primary School values the contribution of pupils, parents, staff, volunteers, governors and external partners in providing safe, memorable and enriching experiences that support children's learning and personal development.**

## **Our Commitment**

**We believe every child deserves opportunities to learn beyond the classroom. Through carefully planned, inclusive and inspiring experiences, we will help every pupil develop the confidence, resilience, curiosity and independence needed to flourish both in school and in later life.**

### **8. Inclusion, Equality and Accessibility**

Belmont Primary School is committed to ensuring that Learning Beyond the Classroom opportunities are inclusive, ambitious and accessible for all pupils. We believe that every child should have the opportunity to participate in educational visits and outdoor learning experiences wherever this is reasonably practicable and safe to do so.

When planning Learning Beyond the Classroom activities, staff will consider the individual needs of pupils to ensure that unnecessary barriers to participation are removed wherever possible. Appropriate adjustments will be considered to enable pupils with additional needs to participate safely and meaningfully alongside their peers.

Planning will take account of, where appropriate:

- Special Educational Needs and Disabilities (SEND);
- medical needs and individual healthcare plans;
- allergies and dietary requirements;
- physical accessibility;
- communication needs;
- emotional wellbeing;
- behavioural needs;
- cultural and religious considerations;
- financial barriers to participation.

The school will work in partnership with parents and carers, the SENDCo, healthcare professionals and other relevant agencies, where appropriate, to identify suitable adjustments and ensure that pupils receive the support they need.

Whilst every effort will be made to enable participation, there may occasionally be exceptional circumstances where, following careful assessment, the school determines that an activity cannot be undertaken safely. Such decisions will always be based upon individual risk assessments, professional judgement and the welfare of the child and others, and will be discussed fully with parents and carers.

**Belmont Primary School recognises that inclusive educational visits are achieved through careful planning rather than lowered expectations. High aspirations will be maintained for all pupils, with reasonable adjustments considered to enable participation wherever reasonably practicable.**

**The school recognises that diversity enriches Learning Beyond the Classroom experiences and encourages all pupils to value and respect different people, cultures, environments and communities encountered during educational visits.**

## **9. Safeguarding**

The safety and welfare of pupils is paramount during all Learning Beyond the Classroom activities. All educational visits will be planned and delivered in accordance with the school's Child Protection and Safeguarding Policy and current statutory safeguarding guidance.

Safeguarding considerations will form an integral part of the planning process and will include, where appropriate:

- appropriate supervision arrangements including adult: child ratios in keeping with the age of the children and the activity;
- staff suitability and safer working practices;
- first aid provision;
- emergency contact procedures;
- transport arrangements;
- venue safeguarding arrangements;
- the use of external providers;
- pupils' individual safeguarding needs.

All staff and volunteers must maintain appropriate professional boundaries throughout educational visits and act in accordance with the school's Staff Code of Conduct.

Any safeguarding concern arising during a visit must be reported immediately to the Visit Leader and dealt with in accordance with the school's safeguarding procedures. Where necessary, the Designated Safeguarding Lead (DSL) will be informed without delay.

Where visits involve external providers, the Visit Leader will satisfy themselves that appropriate safeguarding arrangements are in place before the activity takes place.

**Remember, safeguarding remains everyone's responsibility regardless of the location in which learning takes place.**

## **10. Health, Medical Needs and First Aid**

Belmont Primary School recognises that effective planning for pupils' health and medical needs is essential to ensuring safe and inclusive Learning Beyond the Classroom activities.

When planning visits, staff will consider:

- individual healthcare plans;
- medication requirements;
- allergies and dietary needs;
- emergency medical procedures;
- accessibility requirements.

Where necessary:

- medication will accompany the pupil;
- appropriately trained staff will administer medication in accordance with school procedures;
- emergency medication will remain readily accessible;
- first aid provision will be proportionate to the activity.

All accidents, incidents and near misses occurring during educational visits will be reported in accordance with the school's Health and Safety procedures.

**Parents and carers are responsible for ensuring that the school is informed of any changes to their child's medical needs before the visit takes place.**

## **11. Supervision**

Effective supervision is essential to ensuring the safety, wellbeing and educational value of Learning Beyond the Classroom (LBTC) activities.

Supervision arrangements will be proportionate to the nature of the activity and will take account of:

- the age, maturity and needs of pupils;
- the nature and location of the activity;
- identified risks;
- pupils' medical or additional needs;
- staff experience and competence.

There are no prescribed staff-to-pupil ratios for educational visits. Belmont Primary School will determine appropriate supervision levels through professional judgement, taking account of the individual circumstances of each visit.

All accompanying adults must understand:

- their supervision responsibilities;
- safeguarding expectations;
- emergency procedures;
- who they are supervising;
- reporting arrangements.

Pupils must remain appropriately supervised throughout the activity unless an element of planned independence forms part of the educational objectives and has been appropriately risk assessed.

## **12. Transport**

Safe transport arrangements form an essential part of planning Learning Beyond the Classroom activities.

When arranging transport, the Visit Leader will consider:

- suitability of transport providers;
- seatbelt requirements;
- embarkation and disembarkation procedures;
- supervision during travel;
- accessibility requirements;
- emergency arrangements.

Where coaches or minibuses are used, appropriate checks will be undertaken to ensure that providers meet relevant safety standards.

Walking visits within the local community will be planned and supervised appropriately, taking account of road safety, environmental conditions and the needs of the group.

Private vehicles will only be used in exceptional circumstances and in accordance with the school's insurance requirements and Local Authority procedures.

## **13. Behaviour**

Pupils participating in Learning Beyond the Classroom activities are expected to demonstrate the same high standards of behaviour expected within school.

Educational visits provide valuable opportunities for pupils to demonstrate responsibility, respect, resilience and independence whilst representing Belmont Primary School within the wider community.

The school's Behaviour Policy applies throughout all educational visits and Learning Beyond the Classroom activities.

Where behaviour presents a significant risk to the safety, welfare or learning of others, appropriate action will be taken in accordance with the Behaviour Policy.

The school will work in partnership with parents and carers to support pupils in meeting these expectations and, where appropriate, reasonable adjustments will be considered to enable participation.

**Participation in educational visits is viewed as an opportunity for pupils to demonstrate Belmont's values through their conduct, respect for others and positive contribution to the wider community.**

#### **14. Emergency Procedures**

Whilst emergencies during educational visits are rare, Belmont Primary School recognises the importance of effective preparation and clear procedures.

All Visit Leaders will ensure that:

- emergency contact information is readily available;
- staff understand emergency procedures;
- first aid arrangements are appropriate;
- communication arrangements are established before departure.

In the event of an emergency, the Visit Leader will:

- prioritise the immediate safety and welfare of pupils and staff;
- contact the emergency services where necessary;
- inform the school as soon as practicable;
- follow the school's Critical Incident procedures;
- maintain accurate records of actions taken.

Parents and carers will be informed as soon as it is appropriate and practicable to do so.

#### **15. Monitoring and Review**

The Governing Body and Headteacher are responsible for ensuring that Learning Beyond the Classroom remains safe, educationally valuable and aligned with the school's curriculum and strategic priorities.

The implementation of this policy will be monitored through:

- review of educational visits;
- monitoring of EVOLVE documentation;
- evaluation of visits by Visit Leaders;
- feedback from pupils, staff and parents where appropriate;
- governor monitoring activities;
- ongoing review of health and safety and safeguarding arrangements.

This policy will be reviewed annually or sooner where changes to legislation, national guidance, Local Authority procedures or school practice require.

Belmont Primary School is committed to continually improving Learning Beyond the Classroom opportunities, ensuring that every pupil benefits from safe, inclusive and inspiring experiences beyond the classroom.

### **Our Commitment**

At Belmont Primary School, we believe that some of life's most memorable learning happens beyond the classroom. Through educational visits, outdoor learning, Forest School and enrichment opportunities, we will provide every child with experiences that inspire curiosity, develop resilience, broaden horizons and create lasting memories.

We are committed to ensuring that Learning Beyond the Classroom is safe, inclusive and ambitious, enabling every pupil to grow in confidence, independence and responsibility whilst developing a lifelong love of learning.

### **Links with Other Policies**

- Child Protection and Safeguarding Policy
- Health and Safety Policy
- Behaviour Policy
- Charging and Remissions Policy
- Supporting Pupils with Medical Conditions Policy
- SEND Policy
- First Aid Policy