



Learning outside the classroom policy

Reviewed	September 2024
Reviewed by	Head of Centre
Net review	September 2026

- To broaden the curriculum beyond the boundaries of the centre.
- To give ALL learners the opportunity to experience cultural, religious, environmental, historical and sporting events both nationally and internationally.
- To foster an enquiring mind and a spirit of wonder about the outside world.
- To encourage learners to explore their own local community and beyond.
- To make trips enjoyable for both staff and students.

OBJECTIVES

- To detail the procedures required when organising a centre trip.
- To define the type of trips that should be encouraged to take place.
- To identify the roles of trip organisers, accompanying staff and learners.
- To identify the standards expected from all learners participating in centre trips.
- To identify the types of work to be completed on centre trips.

PLANNING PROCEDURES

It is the belief of the Alternative Centre of Education that all staff should be encouraged to organise and take learners on centre trips. The planning procedures are designed to ensure that the following standards are adhered to:

1. trips are of a suitable educational nature
2. the safety of both staff and students is assured
3. the trips are financially sound
4. that all learners have equal access to all trips
5. The Head of Centre approves all trips
6. Refer to "Learners outside the classroom guidance and procedures"

To ensure that these standards are complied with all staff should adhere to the following stages of planning:

Stage 1

Discuss the initial idea with the Headteacher and record the reasons why the trip is being organised. Trip organisers should discuss their ideas with experienced members of staff who have organised trips in the past.

Regular Enrichment Activities see Stage 23

Stage 2

Decide on the number of learners that will be taken. In conjunction with the Headteacher, check the centre diary and select several dates for the trip. If possible, trips must be organised well in advance. Trips abroad should be ONE YEAR in advance. These trips can then be added to the calendar. If residential, outdoor and adventurous activity is planned the proposal should be discussed with Head of the Centre.

Stage 3

Staffing Ratio to learner should be decided with the Headteacher. Staff members who may be appropriate to accompany the trip should be selected. They should then be approached to see if they wish to take part in such a trip. It should be remembered that such trips are voluntary and members of staff are not obliged to agree to accompany learners on any trips. All foreign trips must include a senior member of staff.

Stage 4

Put together some initial costing for coaches, entrance fees, accommodation, insurance and any additional costs that may occur.

Stage 5

Submit the relevant paperwork at the next appropriate staff meeting. The Headteacher will act as a link person for all trips and all further discussions and planning should be done in conjunction with the Headteacher.

Stage 6

Further information or more detailed proposals may be required before the final decision is made. If a trip is not allowed to go ahead, the Headteacher will give clear reasons why this is so.

Stage 7

The Headteacher should carry out a Risk Assessment of the trip and should complete the Risk Assessment **Form. No trips should go ahead until a Risk Assessment is carried out.**

Stage 8

Trips abroad need to be approved by the Headteacher and Head of centre.

Stage 9

Residential Trips in UK completed and signed by all parties.

Stage 10

Enrichment Activities completed and signed by all parties.

Stage 11

Letters to parents should be sent out. The method of selecting those learners who are allowed to go must be clearly thought through and written out.

Stage 12

Provisional bookings should now be made with the appropriate coach Companies through admin section, venues and tour operators.

Stage 13

As soon as the required number of students is confirmed confirmation of all bookings should be given. A list of all students going on the trip should be given to Headteacher
Where relevant the number of packed lunches required should be agreed.

Stage 14

Appropriate worksheets and tasks should be designed and prepared for the trip. A pre-trip visit to the location may be advisable to seek the centre's advice on appropriate tasks for students.

Stage 15

An Emergency Contact Plan then needs to be organised. This would identify a centre-based staff member to act as a liaison officer between the trip members, parents and the school in the event of an emergency or the need for parental or school contact. The Headteacher must have a list of all participants' names, addresses, emergency contact numbers and any additional information that may be helpful in the event of an emergency. The Headteacher must be known by staff, students and parents and a contact number should be made available for any time of the day or night. A school mobile will be taken on all trips and visits. Staff will be able to access parents/carers contact details as well as the list of all participants.

Stage 16

It is advisable to nominate a specific member of staff responsible for first aid throughout the duration of the trip.

Stage 17

The Headteacher should ensure appropriate cover for staff who will be absent.

Stage 18

Plan contingencies for staff absences, learners' lateness, learners' possible misbehaviour and consider where learners will be accommodated if they do not attend.

Stage 19

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

Stage 20

The organiser should ensure that a mobile phone is carried throughout the trip and that all staff on the trip knows the contact number of the Headteacher. In the event of a serious occurrence, it may be necessary for the Headteacher/Head of Centre to attend the scene as soon as possible.

Stage 21

In an emergency on the trip the Emergency Procedure check list should be completed.

Stage 22

Any receipts relating to the trip should be given to the Headteacher

Stage 23

Regular Enrichment Activities

For every different type of activities all the above stages need to be followed apart from stages 8 and 9. **The process needs to be followed once only for each type of activity.**

TYPES OF TRIPS

All types of trips will be considered, but the following general criteria should be taken into account when planning a trip destination:

- Does the trip improve or reinforce the understanding of a particular subject area?
- Does the trip broaden the cultural or spiritual experience of the students?
- Does the trip enable the students to develop personal skills such as social behaviour, ability to work as a team or to be an independent

learner?

- Does the trip enable the student to think for themselves about their surroundings and their role in life?

ROLES OF STAFF INVOLVED

It is important the key roles listed below are identified and known by all staff and learners participating in the trip:

- Headteacher
- Identified First Aid person on trip

It is important that sufficient staff are involved with any trip. The learners should be divided into groups on any trip with a member of staff attached and clearly known to each group. It would be advisable that the senior member of staff does not have a defined group so that they are available to all groups if needed for advice and assistance. Group leaders should be given clear guidelines of their roles and responsibilities and what they should do if an emergency arises.

STANDARDS

It is expected that all normal centre codes of dress and behaviour will be imposed on any trip. Specific arrangements regarding each trip should be discussed with the Headteacher before the trip goes ahead. It is the responsibility of the trip organiser and accompanying members of staff to ensure such standards are complied with. The learners and staff should be aware that they are representing the centre at all times and are, therefore, responsible for ensuring that they do not, at any time or under any circumstances, bring the centre into disrepute. Usual safeguarding procedures will also apply (see the Alternative Centre of Education Safeguarding policy). The centre does not wish to stifle the enjoyment of trips, but just wishes to ensure the good behaviour and safety of everyone participating in them. learners should be aware that inappropriate behaviour could risk their chances of taking part in further trips and/or other punishments on their return. All names of students who have breached the code of conduct should be given to the Headteacher when the trip returns.

TYPE OF WORK OR TASKS

Where applicable, it is important that learners be given appropriate tasks or worksheets on trips to help them record their learning. Learners should not see a trip as a time for fun only, but as an extension of their learning.

Tasks might be:

- To find and record certain pieces of information on a place visited.
- To keep a day-to-day log of activities carried out and complete a report on their return.
- To complete certain elements of a piece of coursework.
- To record new place visited, new words learnt etc.

These tasks should be clearly planned in advance and explained to the learners before the trip. Such activities will also help occupy learners and limit possible problems that may occur.

SUMMARY

School trips should be enjoyable learning experiences for all those involved. It is the policy of the Alternative Centre of Education to support such trips, to ensure their success and to support the members of staff organising such trips. The prime importance of this policy is to ensure the safety of staff and learner at all times.