



Educational Visits and Outside the Classroom Learning Policy

February 2025

POLICY FIRST ADOPTED & RATIFIED BY THE LOCAL GOVERNING BODY	September 2017
POLICY LAST REVIEWED & REVISED	February 2025
POLICY TO BE NEXT REVIEWED OR EARLIER IF REQUIRED	Spring 2026

Signature:

Name: Yasmin Gregory

Date: Spring 2025

Chair of Harlowbury Local Governing Body

Name of establishment	<i>Harlowbury Primary School</i>
Who is employer	<i>Templefields Multi-Academy Trust</i>
Responsibility for offsite visits (possibly Head, EVC, or deputy head)	<i>EVC/Head teacher Vicky Early</i>
Date Trained	<i>EVC training 24/1/2025</i>
Policy agreed	<i>March 2025</i>
Signed off by	<i>LGB</i>
To be reviewed	<i>Spring 2027</i>
Other Policies and procedures	<ul style="list-style-type: none"> • DfE H&S advice on legal duties & powers July 2021 • TMAT Health and Safety Policy • Medical Needs Policy • Safeguarding Policy and Procedures • Inclusion Policy • Emergency Critical Plan • Evolve Risk assessments and Risk Benefits templates

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1 Introduction

1.1 TMAT and the Local Governing Body has the responsibility of providing guidance for off-site school visits and it is essential that any Staff member of Harlowbury Primary School reads this policy before contemplating or organising any educational 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/
- **NB: FAILURE TO FOLLOW THESE REGULATIONS MAY LEAD TO CONSEQUENCES FOR INSURANCE COVER AND LEGAL LIABILITY.**

2 Reasons for Visits

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

2.2 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 Harlowbury School, we offer a range of educational visits and other activities that add to what they learn at school.

See Appendix A for Visits Complexity and Progression Framework

3 Visits and curriculum links

3.1 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.

3.2 For each subject in the curriculum there is a corresponding programme of activities, which includes visits by specialists. All these activities are in line with guidance published by the *OEAP National Guidance* e.g.

- English – theatre visits, visits by authors, poets and theatre groups;
- Science – use of the school grounds, visits to local woods and parks;
- Mathematics – use of shape and number trails in the local environment;
- History – castle visits, study of local housing patterns, museums;
- Geography – use of the locality for fieldwork, field work further away
- Art and design – art gallery visits, use of the locality;
- PE – range of sporting fixtures, extra-curricular activities;

- Music – range of specialist music teaching, extra-curricular activities, concerts for parents and children to hear;
- Design and technology – work with local secondary schools;
- Computing – its use in local shops/libraries/secondary schools etc;
- RE – visits to centres of worship, visits by local clergy.

NOTE – when extra-curricular activities take place there should always be an adult, other than the one running the activity on the premises.

Gaining approval for a visit

4.1 Local Governing Body

As part of their responsibility for the general conduct for the school, the Local 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:

4.2 The EVC:

- 4.2.2 is responsible for ensuring that all school activities are properly planned and appropriately supervised and that this policy is implemented.
- 4.2.3 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
- 4.2.4 should ensure the suitability of all staff appointed to the visit.
- 4.2.5 should ensure that the visit leader fully understands his/her responsibilities.
- 4.2.6 should implement effective emergency contact arrangements.
- 4.2.7 should ensure that financial and insurance matters, staff ratios and parental consent are dealt with appropriately.
- 4.2.8 should have a system in place to record, audit and monitor school off-site visits.

An electronic submission process **EVOLVE** is used to log, audit, approve the following:

Overseas	Yes and formal approval by	EVC/Head
Residential	Yes and formal approval by	EVC / Head
Adventurous	Yes and formal approval by	EVC / Head
Day Visits involving transport	Yes and formal approval by	EVC / Head
Local Area Visit	Yes and formal approval by	EVC / Head

5 Choosing a provider

After considering the reasons for the visit, the visit leader should check out the provider.

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.)

6 Parental Consent :

OEAP National Guidance Document - This guidance reflects the DfE guidance with particular note when consent is required:

Written consent from parents is not required for pupils to take part in the majority of offsite activities organised by a school (with the exception of nursery age children) as most of these activities take place during school hours and are a normal part of a child's education at school.

However, parents should be told where their child will be at all times and of any extra safety measures required.

Please note the DfE form for obtaining consent for Adventurous, Residential, Overseas, or visits outside normal school hours:

7 Visits and staffing

Complete Visit leader checklist :-

The visit leader must recognise that whilst leading the visit, he or she is in effect representing the Headteacher and holds delegated responsibility for Health & Safety and Duty of Care.

It is the responsibility of the Visit Leader to carry out Risk Assessment / Risk management for the visit. All leaders will use the Evolve templates to complete risk assessments for the visit prior to the day.

Children with **specific behaviour issues or specific SEN needs** should have an individual risk assessment completed.

When carrying out a risk assessment the following will be considered:

- what are the risks?
- who is affected by them?
- what safety measures need to be in place to reduce risks to an acceptable level?
- can the group leader guarantee that these safety measures will be provided?
- what steps will be taken in an emergency?
- what is the acceptable ratio of adults to children for this visit for this group of children?

For Risk Assessment guidance see www.oeapng.info

Key Requirements for Leaders

The key requirements for leaders are that they must be competent to lead, confident and accountable. Being competent means that the leader has demonstrated the ability to lead to the level demanded by the visit or activities that they are to lead, and has sufficient relevant experience and knowledge of the activities, the group, and the environments they will operate in. Competence is a combination of skills, knowledge, awareness, judgement, training and experience. It is not necessarily related to age or position within the establishment.

See Appendix B for the schools Competency Framework for visit leaders template.

Exploratory visit

Wherever possible the group leader should undertake an exploratory visit to:

- ensure that the venue is suitable to meet the aims and objectives of the school visit.
- assess potential areas and levels of risk.
- ensure that the venue can cater for the needs of the staff and pupils in the group.
- ensure that the group leader is familiar with the area before taking a party of young people.

If it is not feasible to carry out an exploratory visit, a minimum measure should be to contact the venue, seeking assurances about the venue's appropriateness for the visiting group. In addition, it may be worth seeking views from other schools who have recently visited the venue. In some cases, such as when taking walking parties to remote areas, it may be appropriate to obtain local information from the Tourist Boards.

Visit Leader Training

Harlowbury have a duty of care to ensure all visit leaders are competent and trained - this can be delivered by the trained EVC or by the Educational Visits Adviser.

Harlowbury has registered with the online training for Visit Leaders with Evolve and the National College to enable update training and refreshers. This is strongly recommended to ensure all staff are clear on their roles and responsibilities when engaged in off-site activity.

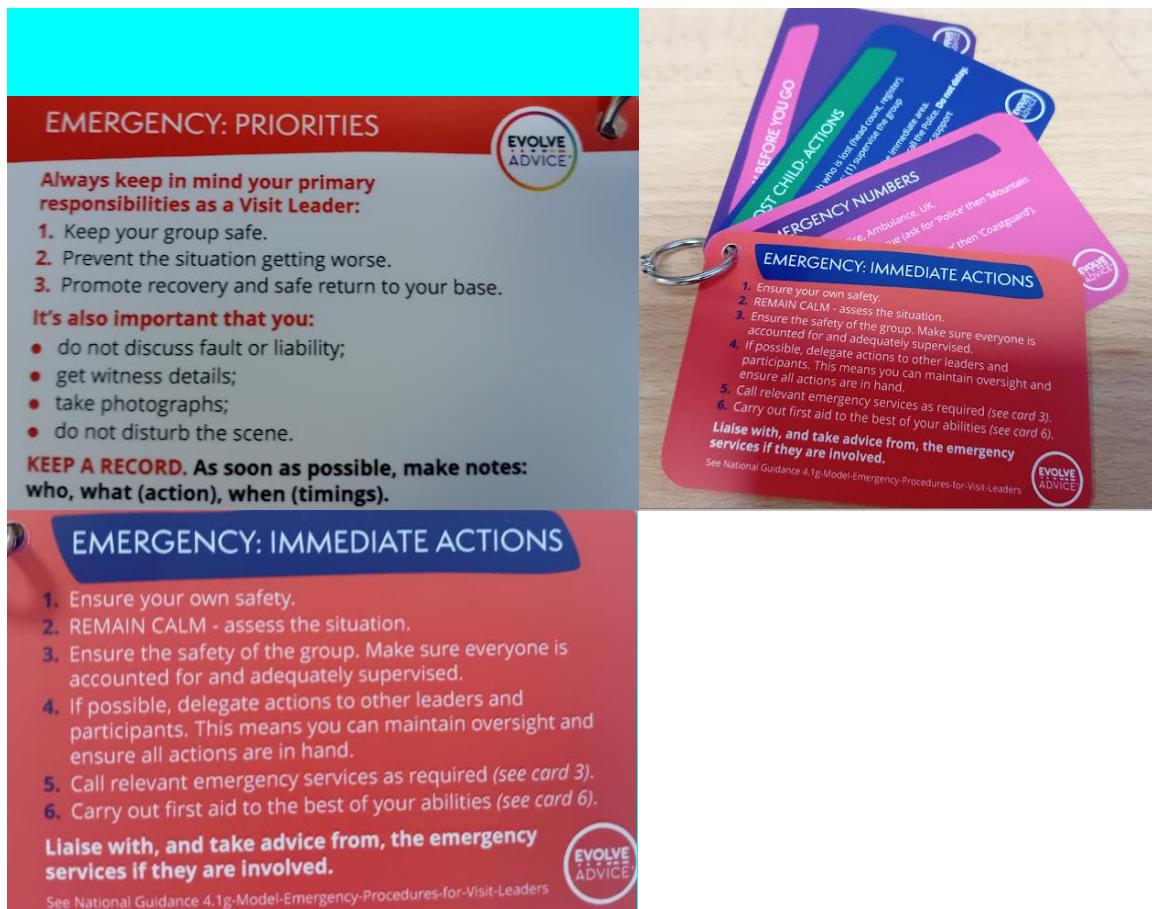
8 The visit

8.1 On the day

Leave in the school office:

- an amended list of children present and going on visit.
- full list of escorts and staff and groups of children for which they are responsible (see Appendix A).
- the itinerary for the entire day.
- a copy of the written briefing notes for the escorts.
- check children out of classroom to ensure bags, lunchboxes and clipboards are taken

- take First Aid Kit, sick bucket, inhalers and other medication e.g. epipen and mobile phone.
- Copies of Emergency / Critical Incident cards given to all leaders- below:-



8.2 During the visit

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.

There should be a system in place to safeguard young people at all times. (e.g. If toileting issues arise, an approach could be not to send young children into the toilets on their own but in small groups.

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

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.

Every escort must be given an emergency procedures card. This will have the school's contact and action plan in case of an emergency.

8.3 On return

8.3.1 Check all children off the coach and a member of staff must lead the class either into school or to area of playground where children can be collected by parent and teacher can check them off, thus ensuring that each child departs with known parent, carer or named adult.

8.3.2 A teacher must remain with uncollected children until all parents have arrived and all children have departed.

9 Financing the visit

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 School's policy concerning parents who are unable to offer a voluntary contribution – which is that, no child will miss a curriculum visit 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.
- Payments will be made thought Parentpay and can made in instalments or payment plans made available after discussion with the head teacher.
- A formal approval from the SLT / School Finance Manager must be sought before deposits paid.

10 Insurance

Introduction

Insurance is an area where misconceptions abound. It is too important to be left to chance and those involved with schools [teachers, pupils and parents] need to be sure of the nature and level of cover which is provided, both according to statutory requirements and that which may be additionally obtained on a voluntary basis through premium payments.

The following advice will help clarify some of the many queries which are raised, though it does not replace the need for individuals to seek information on insurance from their LEA, school or professional association which is pertinent to their own circumstances.

Personal

The teacher, in common with all other employed persons, is covered against industrial injuries by the weekly contribution which must be paid during employment. In addition, all employed persons have a possible claim against their employer if they sustain any bodily injury by accident arising out of, or in the course of, their employment. Such claims can only be substantiated where injury can be proved to be through negligence of the employer or another employee [Employers Liability].

In respect of pupils, schools have a legal duty to take care of the well being and safety of young people. Where there is a breach of this responsibility a claim for compensation may be brought.

There is no requirement for schools to make provision for loss through personal injury as the result of an accident where no blame may be attached. Personal accident insurance cover for pupils is a matter for the parents to arrange.

Insurance Provision

Teachers should be aware of the school provision for insurance.

11 Transport

Visit leaders will use the Evolve visit form to indicate to the EVC the mode of transport and the company booked if a private coach has been booked. The transport company should provide their own risk assessment e.g. Trekkers Coach Company and this will be added to the overall visit risk assessment.

For local visit which private cars may be used, or parent transportation please see guidance from OEAP NG - www.oeapng.info.pdf 4.5a-Transport-A-general-considerations 4.5c-Transport-in-private-cars

12 Emergency / Critical Incident Plan and Procedures

See OEAP National Guidance document :

<http://oeapng.info> 1a-Critical-Incident-Management-Employer

- All leaders must carry the school's 'Critical Incident form' (z Cards)– With Emergency Telephone contacts and action plan should an incident happen.
- On return, the visit leader must comply with the school's normal accident reporting procedures.

13 Monitoring and Evaluation

Evaluating a visit afterward is essential for schools to ensure compliance with current health and safety regulations and to promote good practice. Reflecting on the visit helps identify whether safety measures, such as risk assessments, emergency procedures, and child supervision, were effective and adhered to throughout. It allows schools to assess any incidents, near misses, or challenges, ensuring lessons are learned and improvements are implemented for future visits. Additionally, evaluation supports accountability, demonstrating that the school prioritizes the well-being of students and staff. This reflective process also aligns with good practice by fostering a culture of continuous improvement and safeguarding within the educational setting.

DFE guidance DfE guidance : [Health & Safety on Educational Visits](http://www.oeapng.info) (Nov 2018 Section 7)

All links to guidance documents noted should be accessed via the www.oeapng.info site to access the most current advice/guidance. Use the keyword search to locate any document.

Appendix 1 - Extended Learning Locality (Local Area Visit)

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

- *The Norman Booth Centre (BATTs) and outdoor area*
- *St Mary's Church Churchgate Street*
- *Baptist Church in Old Harlow*
- The high street in Old Harlow
- The local Library in Old Harlow
- Fawbert and Barnard's School Old Harlow
- Tany's Dell School Harlow
- The Gibberd Gardens
- Sculpture 140 The Long Route Gilden Park
- Linear Park Gilden Park
- Mayfield's Bakery
- Mark Hall School
- Mark Hall Sports Hall and facilities
- Harlow Museum and gardens
- Victoria Hall Theatre Old Harlow



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 a full EVOLVE visit approval process, provided they follow the below Operating Procedure or a Routine Local Area Visit

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).
- *Construction and road works around Gilden Way and Local area*

These are managed by a combination of the following:

- The Head or EVC 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 EVC and school. Training for visit leaders is available regularly to ensure competency.
- The concept and Operating Procedure of the 'Local Learning Area' is explained to all new parents when their child joins the school, and a synopsis is in the School Prospectus.
- Regular handwashing or regular hand sanitising is in place
- Students are briefed on keeping their distance from members of the public
- The selected route takes the least busy option
- Use antibacterial wipes to clean any equipment before use
- There will normally be a minimum of two adults. *Staff ratio decisions are based on children, location, and activity. The key determinant will always be 'what would the pupils do if the only adult collapsed?'*
- Staff are familiar with the area, including any 'no-go' areas, and have practiced appropriate group management techniques.
- Pupils have been trained and have practiced standard techniques for road crossings in a group. *For primary schools this is easy to do with some simple road markings in the playground – with a little practice this can become drilled and slick, as everyone knows what is going to happen and where available local community police to visit the local areas and look at the roads with the children.*
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group. *This needs a decision and will depend on the area you are in – return to school, wait where they are, go to x and ask for help, etc)*
- 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 record the activity on EVOLVE - Local Area Visit
- A mobile is taken with each group and the office have a note of the number
- Appropriate personal protective equipment is taken when needed (eg gloves, facemasks bag for waste, tissues etc.)

Appendix 2 Emergency Z Cards



Educational Visits Support
Critical Incident Action Plan

Please follow the steps below to help manage critical incidents and emergencies effectively

Action By Visit Leader

Start Here

- Safeguard yourself
- Remain calm and assess the situation
- Establish nature and extent of emergency
- Identify people involved and any casualties
- Are emergency services required?

Check Your Group

- Are the group safe?
- Are all group members accounted for?
- Are all leaders present?
- Have you briefed the group to ensure they know what to do to remain safe?
- Delegate assistant leaders if possible

Action By Establishment

Is this a Critical Incident?

YES → **Action By Visit Leader**

NO → **Action By Establishment**

Any Casualties?

- Ensure injured group members are safe
- Call emergency services (999 or 112) as appropriate
- Carry out First Aid to the best of your abilities
 - A - Preserve life
 - B - Prevent condition worsening
 - C - Promote recovery

Notify Establishment Base

Your essential emergency contacts: **ESTABLISHMENT MAIN PHONE:** _____
 NAME: _____ CONTACT NO: 247 _____ MOBILE: _____
 NAME: _____ CONTACT NO: 247 _____ MOBILE: _____

Information needed (Please use notes section overleaf):
 What happened? _____ When - date and time? _____ Where - location? _____
 Who was involved / injured? _____ Names of all involved _____ Actions taken so far _____

Agree contact numbers to use and pattern of future contact

Ongoing

- Record of incident
- Follow-up paperwork
- Actions taken
- Review incident

EVOLVE

Appendix 2 School Critical Incident Checklist



School Critical Incident: Immediate Actions Checklist

The initial response to a critical incident by the senior team in school can be fundamental to the overall incident response and damage limitation. The following checklist can be used within a school critical incident plan to provide a generic list of actions for the incident team leader to follow.

These initial actions work best when supported by a series of considerations specific to the most likely incidents you could face, such as: serious injury, fatality, RTC, safeguarding failure, site security breach, fire/flood, overseas visit, missing person, data protection breach, and others specific to your setting.

For assistance from Pharos Response to draft a new or review your existing emergency plan, please contact the Pharos team at: info@pharos-response.co.uk or 01183 800 140.
www.pharos-response.co.uk

Initial actions checklist	Tick
Take immediate steps to safeguard people involved. Confirm first aid provided and emergency services called. Assign staff to escort emergency services to the scene, ensure medical information for casualties is passed on.	
Confirm no other staff/pupils at immediate risk. Decide whether to stay in location, move to a safer location, lockdown or evacuate. Any other immediate actions to help contain the situation / ensure safety of others?	
Establish initial confirmed facts: what happened, where, what time, who is involved, injuries. If not obvious, is there any indication of the likely cause of the incident?	
Brief school incident management team members, identify as 'critical incident' and form the team. Would other colleagues' specific/technical knowledge be useful (HR, IT, finance etc)?	
Establish initial communications: <ul style="list-style-type: none">• Confirm the last update received and when the next communication is due.• How updates will be received by the team from the incident scene. Establish contact protocols.• Confirm correct contact details for those at the scene. Consider mobile battery / access to charging.• Brief school reception/admin/site staff and others who may receive inbound calls or visitors on-site.	
Severity assessment: <ul style="list-style-type: none">• Assess the severity of confirmed or potential injuries/allegations/issues.• Could the incident have resulted from an actual or perceived failing connected to the school?• Assess the likelihood of negative press / social media - how 'newsworthy' might this be?• Incident escalation assessment: could the situation realistically get worse and if so, how?	
Initial internal resources: <ul style="list-style-type: none">• Should a member of staff be deployed to the scene to provide support? Who?• What assistance is available? First aid/nurse, counsellor, legal, employee helpline.• Consider providing dedicated numbers for inbound parent and press calls to keep main lines clear.• Designate a critical incident meeting room; a press holding/interview area; a parent briefing area.	
External resources - what other resources might be available? Emergency services, FCDO; police Safer Neighbourhood Team; trip provider, transport operator, insurers, Local Authority / other schools. Assign single points of contact as necessary.	
Assess and consider the relative benefits of closing school / returning from the trip early.	
Are next of kin aware? If not, plan to do so. (NOTE: Emergency services would usually notify of any fatalities)	
Draft initial holding statement - not for release without authority from the incident team leader.	
Confirm that pupils / staff have been instructed not to post on social media, explaining reasons why. Establish incident social media monitoring. Social media channels to point to any published statement.	
Start an incident log capturing all events, communications and key decisions.	

Appendix 3 Curriculum Visits Complexity and Progression Framework

Year Group	Visits	Purpose/Focus	Complexity Level
EYFS	- Visit to the postbox	- Learning about communication and letters	Low: Visible from school age, Simple route, walkable
	- Visit to the shop	- Real-world context for money and communication skills	Low: Local, walkable, short duration, minimal preparation.
	- Visit to the library	- Promoting literacy and community awareness	Low: Local, walkable, short duration.
	- Visit to the local school	- Social interaction and early transition skills	Low: Local, minimal risk, supervised environment.
Year 1	- Visit to the zoo	- Animal studies and biodiversity focus	Moderate: Requires transport, ticketing, and risk assessment of a busier public venue.
	- Visit to the farm	- Understanding farming, food production, and animals	Moderate: Rural location, interaction with animals, transport needed.
	- Visit to the local museum	- Local history and cultural learning	Moderate: Local venue but includes structured learning and guided tours.
Year 2	- Visit to local school for Great Fire of London event	- Historical reenactment and peer learning	Low/Moderate: Local, collaboration-focused.
Year 3	- Visit to Gibberd Gardens	- Exploration of gardens, art, and outdoor spaces	Moderate: Outdoor elements, transport required.
	- Canal-Ability (canal trip and education)	- Waterway history, environmental learning, teamwork	Moderate/High: Water safety, pre-visit preparation, and outdoor activities.
	- Pilgrimage to the local church	- Religious education, understanding pilgrimage	Low/Moderate: Local, risk assessment of places of worship, respectful behaviour required.
Year 4	- Visit to Colchester Castle	- History of Romans, local heritage	Moderate: Larger historical venue, structured educational sessions, transport required.
Year 5	- Swimming	- Water safety and skill development	Moderate: Off-site activity with health and safety measures, regular transport.

Appendix 3 Curriculum Visits Complexity and Progression Framework

Year Group	Visits	Purpose/Focus	Complexity Level
	- Pilgrimage to the local church	- Religious education, deeper understanding of pilgrimage in faith traditions	Low/Moderate: Local, similar to Year 3 visit but with advanced discussion focus.
	- Southend Adventure Park	- Outdoor adventure, physical and team-building activities	High: Public venue with numerous activities, requires transport and comprehensive risk assessment.
Year 6	- 3-night residential with adventure activities	- Independence, resilience, teamwork, and outdoor learning	High: Overnight stay, multiple risk assessments, staff supervision plans required.
	- Crucial Crew (local venue safety and life skills program)	- Learning safety, life skills, and community responsibility	Moderate: Local venue, structured program, transport required.
	- Swimming	- Water safety and preparation for secondary school	Moderate: Off-site, health and safety focus, consistent preparation required.
All Year Groups	- Visit to the pantomime via coach	- Cultural and social enrichment	Moderate: Transport required, large group logistics, public venue considerations.



Appendix 4  Harlowbury Primary School Visit Leader Competency Framework

Criterion	Red (High Support Required)	Amber (Moderate Support Required)	Green (Low Support Required)	EVC	Visit Leader										
Teaching Experience	<2 years teaching experience or no visit leadership experience	2–4 years teaching experience or limited visit leadership experience	5+ years teaching experience with regular visit leadership experience	Green	Green	Green	Green	Green	Red	Green	Green	Red	Green	Red	Green
Training	No formal training in visit leadership or safeguarding	Some training completed but outdated or limited relevance	Completed visit leadership and safeguarding training within the last 2 years	Green	Light Green	Light Green	Light Green	Yellow	Green	Red	Yellow	Yellow	Red	Light Green	
Qualifications	No QTS or other relevant qualifications	Holds QTS but no additional relevant qualifications	Holds QTS and relevant additional qualifications (first aid, outdoor skills)	Green	Green	Green	Green	Yellow	Green	Yellow	Green	Green	Yellow	Green	
First Aid	Working knowledge FA Kit	Asthma training Working knowledge FA Kit	Paediatric Fist Aid FA APP Per AED	Green	Green	Green	Green	Green	Red	Green	Green	Green	Green	Green	
New to School	Newly joined with no familiarity with school policies or pupils	Less than 2 years at the school, some familiarity	2+ years at the school, familiar with policies and pupils	Green	Green	Green	Green	Yellow	Red	Yellow	Green	Green	Yellow	Green	

Criterion	Red (High Support Required)	Amber (Moderate Support Required)	Green (Low Support Required)	EVC	Visit Leader										
New to Year Group	No prior experience with yr group or adjacent age groups	New to yr group but experienced with adjacent age groups	1+ years of experience with the year group												
Wider Roles	No leadership roles or relevant wider responsibilities	Some wider responsibilities but limited leadership experience in current setting	Extensive wider roles with demonstrated leadership skills (e.g., DSL, Senior Teacher)												
Concerns	Repeated concerns raised about professional judgment, safeguarding, or communication	Occasional concerns raised but addressed with further training or support	No concerns						NA						