



Cheriton Primary School

Off-site activities and educational visits policy

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RATIONALE

Cheriton Primary School (CPS) recognises the value of learning carried out outside of “normal classroom activity.” This may range from use of the outdoor classroom, during the normal school day, to residential visits lasting several days. By providing a range of activities and learning opportunities the curriculum will be enhanced in a number of important areas:

Developing key skills:

- Raising achievement by boosting self- esteem and motivation
- Developing social education and citizenship
- Promoting education for sustainable development
- Promoting health and fitness and a positive use of leisure.

PURPOSE

The purpose of this policy is to ensure that all off-site activities and educational visits at CPS are conducted safely and in accordance with National guidance on [Writing an Establishment Policy for Outdoor Learning, Off-Site Visits and learning Outside the Classroom](#) and is available on the [OEAP website](#). Schools can also seek guidance from Hampshire Outdoors.

ROLES AND RESPONSIBILITIES

The success of off-site activities and educational visits is dependent upon an effective partnership between the key players who should have a clear understanding of their roles and responsibilities. The main partners are:

- The LA
- Head Teacher
- Educational Visits Co-ordinator (EVC) appointed by the school
- The Governing Body
- Group Leader
- Volunteers and other responsible adults

The EVC works with the local outdoor education adviser to help their colleagues in schools to assess and manage risks.

INSURANCES

The school will ensure that all appropriate insurance is in place for the trip.

RISK ASSESSMENT AND RISK MANAGEMENT

Risk assessment and risk management are legal requirements and the process must involve a step-by-step approach. At CPS all off site trips are recorded using the Hampshire EVOLVE website

https://evolve.edufocus.co.uk/evco10/evchome_public.asp?domain=hampshireoutdoors.com which provides a rigorous and robust approach to planning and risk assessing all visits. Email communication between the visit leader, EVC, Headteacher and when appropriate the LA and governors promotes the necessary transparency to planning, assessing and approving off site visits.

It is the responsibility of the School to carry out specific risk assessments in order to identify the potential hazards involved and assess the likelihood that someone will be harmed. The Headteacher is also responsible for assessing the suitability of persons who will be involved in supervising off-site activities.

It is a requirement of the national curriculum to teach children about hazards, risks and risk control. One of the key requirements of risk management, therefore, is that the children themselves become more risk aware in order that:

- They will be safer;
- They will be easier to manage;
- They will be free to learn and not have to be monitored so closely;
- They will allow more leader-time to focus on the learning activities and not just group/behaviour management;
- Everyone will enjoy the experience much more!

Where appropriate, children should be involved in the process of risk management.

All necessary measures to comply with current COVID government guidance will be included in the risk assessment.

Whilst it is important not to be complacent, serious accidents and incidents are extremely rare.

SUPERVISION

Effective supervision is a key element in the success of any off-site activity, contributing to the health and safety of those involved, as well as enhancing the overall quality of the experience.

Good supervision requires everyone involved having a clear understanding of their roles and responsibilities as well as the expectations placed upon them.

The ratios and styles of supervision should provide adequate numbers of people but must be complemented by a clear knowledge of the quality of leaders, volunteers and other responsible adults. When making decisions regarding potential supervisors, the following factors should be considered:

- Are they suitably qualified for the task? Is it a pastoral or technical competence, or both?
- Do they have sufficient experience, training or induction for the responsibility they are being given?
- Is their experience related to this context?
- Has the evidence of current good practice been seen to take place?
- Was the person making the judgement qualified and experienced enough themselves to make the judgement?
- Checklist to be completed (found on school server)

Guidelines on appropriate ratios, taking into account the nature of activity and the age of participants, are contained on the Evolve website.

COMMUNICATING WITH PARENTS (OR PERSON WITH PARENTAL RESPONSIBILITY)

It is essential that communication with parents is clear, as full as required and 2-way, so that questions can be asked and queries answered. Parental consent to an off-site visit or activity should be based on a good understanding of the nature and purpose of the visit.

Consent must be gained from the person who has parental responsibility and the term “parent/guardian” is now obsolete. Consent should be “informed consent” based on detailed information about the visit. A copy of the consent form is provided on the OEAP website.

In many off-site activities, the School may wish to use photographs and images to demonstrate the success of the visit and to record what took place for others to see. Consent must be obtained prior to taking any photographs or images in accordance with the principles of the Data Protection Act 1998. This information is collated in the school office and is available to all staff.

Parents can be asked to make a “voluntary contribution” in order to cover the cost of the visit and the amount can be recommended by the Head Teacher provided that they do not insist that this amount is paid and that no child is prevented from taking part in the activity if the contribution is not paid fully or at all. However, it is acceptable to make it clear to parents that the activity or visit will not be possible if contributions are not made.

EQUAL OPPORTUNITIES AND INCLUSION

It is the responsibility of everyone involved in off-site activities and educational visits to ensure that every effort is made to include all children by making activities available and accessible in some form to all who wish to participate, or who are required to take part. This is irrespective of any special educational or medical needs, disability, ethnic origin, sex or religion.

It should be remembered that this must be done whilst maintaining the safety of all those concerned, the integrity of the activity and the ability to manage the visit effectively. These are significant factors which may over-ride all other considerations.

In practice, equal opportunities and inclusion is based on four important principles:

- Entitlement – all children have the right to participate in agreed opportunities or statutory activities, or have suitable alternatives provided where possible.
- Accessibility – all activities and visits should have as broad an interpretation as possible in order to
 - increase accessibility.
- Integration – it is important for children to participate alongside their peers wherever possible.
- Integrity – where modifications have been made in order to improve accessibility and integration, it is important that the modified activities are of equal value to the unmodified

or unadapted activities. This is essential to the quality of the experience and the perception of those involved.

CONCLUSION

This policy will form the basis for off-site activities and educational visits at Cheriton Primary School and should be used in conjunction with the EVOLVE website advice which covers such activities.

Related Policies	Charging, Disability Equality Scheme, Equal Opportunities, Transport, Behaviour and Child Protection
Approved by the Full Governing Body	March 2023
Committee	Resources
Policy reviewed by	AG
Last Review	March 2023
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