

Outdoor Education

Date	Review Date	Coordinator	Nominated Governor
13.4.15		Matthew Coombe	Curriculum Committee

We aim to ensure that every child will have access to a wide range of educational experiences as we recognise the significant educational value of visits and activities.

We believe all children regardless of race, religion, culture, or genders have a right to attend and experience all off-site activities.

Our involvement in outdoor education has enriched and extended the curriculum. It has encouraged more cooperation between children, developed teamwork, developed problem solving skills, encouraged independence, and self-confidence.

Outdoor education has had a significant role to play in the development of personal and social qualities of all children.

We feel children are now more aware of how to assess and manage risk for themselves.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

Aims

- To introduce outdoor education to all children.
- To assist in the development of the personal and social qualities of all children.
- To ensure that all visits and off-site activities are safe, well managed and educationally beneficial.
- To work with other schools to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- appointed an Educational Visits Coordinator;
- responsibility to ensure that the school complies with all procedures;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;

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- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

The Headteacher will:

- work with the Governing Body to appoint a suitably experienced member of staff to be the Educational Visits Coordinator;
- work with the Educational Visits Coordinator to ensure that all visits and off-site activities have specific and appropriate objectives;
- after all checks being undertaken, approve all visits and activities;
- approve party leaders;
- keep the Governing Body informed of all visits and off-site activities especially residential and visits abroad
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

Role of the Educational Visits Coordinator

The Educational Visits Coordinator will:

- work closely with the Headteacher and Governing Body;
- lead the development of this policy throughout the school;
- provide guidance and support to all staff;
- ensure that all visits and off-site activities have specific and appropriate objectives;
- ensure all off-site visits are led by experienced trained staff;
- ensure that the correct staffing ratios are in place;
- ensure that the party leader has complied with the school planning checklist;
- ensure all risks have been assessed, significant risks have been recorded and the appropriate safety measures are in place;
- attend appropriate training;
- provide in-house training for members of staff who will become party leaders
- keep up to date with new developments and resources;
- undertake risk assessments when required;
- review and monitor;

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- annually report to the Governing Body on the success and development of this policy

Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

Role of the Local Authority

The Local Authority will:

- be sent a summary programme plus risk assessments of all:
 - hazardous outdoor and adventurous activities
 - visits abroad
 - activities with health and safety concerns

Role of the Party Leader

The Party Leader will:

- work closely with the Headteacher and Educational Visits Coordinator to ensure that all procedures are adhered to;
- have the permission of the Headteacher before the visit or activity begins;
- have the overall responsibility of the visit or activity;
- comply with the procedures as outlined in the school planning checklist;
- comply with the policy and procedures of the Local Authority

Role of Additional Members of Staff

School personnel and parent helpers who assist in visits and off-site visits must:

- undertake training from the Educational Visits Coordinator;
- be clear of their roles and responsibilities;
- ensure compliance with all health and safety procedures;
- be CRB checked

Role of Pupils

Before any visit or off-site activity takes place pupils will be instructed by the Party Leader to:

- follow instructions of the Party Leader and other members of staff;
- follow the school code of conduct;

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- avoid unnecessary risks;
- inform the Party Leader of any significant hazards

Role of Parents

We ask all parents to:

- sign the consent form;
- provide all relevant medical information of their child and emergency contact details;
- support the application of any agreed code of conduct
- take part periodic surveys conducted by the school

Training

The Educational Visits Coordinator and other personnel such as Party Leaders will undertake periodic training in first aid, life saving and the carrying out of risk assessments.

We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

Qualifications

A record of all staff qualifications will be maintained and updated when the need arises.

Emergency Procedures

Emergency procedures are in place and are reviewed before any visit or off-site activity takes place.

Accidents and Incidents

All accidents and incidents will:

- be reported and recorded in accordance with the health and safety policy;
- be reviewed to establish prevention on any future visit or activity

Serious accidents or incidents will be reported to the Local Authority.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook

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- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

Linked Policies

▪ Curriculum	▪ Teaching and Learning
▪ Health and Safety	▪ School Trips

Headteacher:		Date:	
Chair of Governing Body:		Date:	

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Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
			✓	

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community

Question	Equality Groups																		Conclusion										
	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Yes	No			
Does or could this policy have a negative impact on any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS					
		✓			✓			✓			✓			✓			✓			✓			✓			✓			
Does or could this policy help promote equality for any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS		
	✓			✓			✓			✓			✓			✓			✓			✓			✓				✓
Does data collected from the equality groups have a positive impact on this policy?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS		
	✓			✓			✓			✓			✓			✓			✓			✓			✓				✓

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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Preliminary EIA completed by	Date	Preliminary EIA approved by	Date

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Policy Evaluation

Points to be considered	Yes	No	N/A	Please supply evidence
• Policy annually reviewed				
• Policy in line with current legislation				
• Coordinator in place				
• Nominated governor in place				
• Coordinator carries out role effectively				
• Headteacher, coordinator and nominated governor work closely				
• Policy endorsed by governing body				
• Policy regularly discussed at meetings of the governing body				
• School personnel aware of this policy				
• School personnel comply with this policy				
• Pupils aware of this policy				
• Parents aware of this policy				
• Visitors aware of this policy				
• Local community aware of this policy				
• Funding in place				
• Policy complies with the Equality Act				
• Equality Impact Assessment undertaken				
• Policy referred to the School Handbook				
• Policy available from the school office				
• Policy available from the school website				
• School Council involved with policy development				
• All stakeholders take part in questionnaires and surveys				
• All associated training in place				
• All outlined procedures complied with				
• Linked policies in place and up to date				
• Associated policies in place and up to date				
A statement outlining the overall effectiveness of this policy				
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