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<p>Policy: Off-Site Activities Policy</p>
<p>Ratified by staff: June 2025</p> <p>Review date: June 2028</p>

As part of the broad balance of curriculum and learning arrangements of the school, opportunity is frequently taken to enrich and enhance this through outdoor learning, outdoor education and educational visits/ventures. This policy outlines our policies and operational procedures in these contexts.

The school's policy and procedures are formulated in conjunction with the advice, guidance and training provided by the Hampshire Outdoor Education, PE and Department of Education Service and their documentation and guidance.

What we are trying to achieve

The benefits of off-site activities or educational visits, outdoor learning, outdoor educational adventurous activities include the development of:

1. Key skills
 - using and applying knowledge, skills and understanding in different, realistic and exciting contexts
 - the ability to work co-operatively
 - the ability to communicate successfully
 - using initiative and having a positive attitude
 - becoming increasingly risk aware and increasing understanding and independence
2. Achievement by boosting self-esteem and motivation
 - raising self-esteem through successful participation and enjoyment
 - developing a positive attitude to learning
 - helping demonstrate strengths and understanding of limitations
 - encouraging responsibility
 - improving behaviour
 - supporting being mentally healthy
3. Social education and citizenship
 - the ability to work with others, accept and support them, building relationships
 - learning to tolerate others and respect their views
 - to understand equal opportunities
 - learning to accept the consequences of their own actions
 - appreciation and familiarisation of the wider community including local and national
 - opportunities for awe and wonder through exploring traditional cultural experiences
4. Education for sustainable development
 - an appreciation of the natural world as a source of interest and challenge
 - a concern for living things
 - an understanding of the need for interdependence between humans and the environment
 - a recognition of the effect of present actions on the future
 - how events in the past have shaped the way we live today
5. A healthy lifestyle
 - developing a positive attitude to physical activities and a healthy lifestyle
 - achieving success in physical activities
 - developing self-respect and self-discipline
 - improving mental health and well-being

All off-site activities organised by the school will have clear educational value and will usually be planned to support the learning objectives of a specific unit of work. In order to ensure the full potential of an off-site activity is realised, these aims and objectives will be shared with all personnel involved.

Types of visits and ventures may include:

- Exploring the school grounds and heathland, linked to science and topic (whole school)
- Walk to Fleet Pond linked to science (Year 2)
- Walks around the local area (whole school)
- Visiting Sea City Museum to support work in history (Year 2)
- Visit to Bird World/Marwell Zoo supporting learning about animals (Year 1)
- Church visit to support RE (whole school)
- Visiting Winchester Science Centre (Year 1) to support science
- Runway's End multi activity and team building day (Year 2)
- RHS Wisley (Year 2) to support science
- Hogmoor Inclosure (Year R) to explore a new environment

Organisation and management

We refer to guidelines set by National Guidance (<https://oeapng.info/>) and the *Supplementary Employer Guidance* from the Outdoor Education, PE & DofE Service (on behalf of Hampshire County Council, Portsmouth and Southampton City Councils, and West Berkshire County Council). In addition, the *Safety in adventurous activity* document and other information accessible via Evolve may apply.

These generic employer policies are used and translated into context for Fleet Infant School.

- An Educational Visits Co-ordinator is always in post and keeps up to date with the Outdoor Education, PE and DofE Service.
- Governors are kept informed of the overall policy and programme, as well as being given feedback on specific events and successful ventures.
- Off-site visits and educational visits are fully integrated into the ethos and culture of the school and all key policies are considered for their relevance and adaptations or agreements made as required, in particular:
 - Learning policy – outlining challenge and expectations
 - Behaviour policy – rights, respect and responsibility issues, the core of agreed codes of conduct and management strategies
 - Safeguarding policy and how this is translated into off-site contexts
 - Emergency/critical incident planning

N.B. Many straightforward visits are managed entirely in accordance with these policies and, apart from simple additional considerations, the site and transportation of children and young people, are managed as they would be in school contexts. At Fleet Infant School we aim to take the ethos, culture and challenge to learning in school into all our outdoor learning and off-site contexts.

Communicating with parents

- Parents (or persons with parental responsibility) are informed at the start of the term of the programme of activities.
- Detailed information is sent to parents for all trips outlining the purpose, included activities and safety arrangements
- Parents are requested to complete consent/medical information at the start of each academic year (currently in paper form but also electronically going forward). Parents are then reminded to notify the school of any changes prior to an offsite visit.
- Charging Policy – the school charging policy is agreed and includes all aspects of off-site activity or educational visits:
 - * Requests for voluntary contributions and their rationale
 - * Collecting and recording contributions and money
 - * How the funding collected represents costs and how the money is to be spent
- Off-site insurance details are available, please speak to the school admin team for more details.
- A variety of transport is used following County guidance i.e. coaches through recognised companies

Supervision

Supervision strategies are taken from HCC Supplementary employer guidance and includes agreements on ratios which are never exceeded and frequently improved. Strategies to be used are dependent on typical risk factors of the group or individuals concerned, the site or location, the leaders present (including ratios) and other factors such as transport or weather etc. These are agreed as part of the planning process and can be adapted to changing circumstances e.g. 'Plan B' where clear alternatives are planned when it is necessary or prudent to do so.

Inclusion

This is an inclusive school which takes account of the scope and different styles of venture/activity. At Fleet Infant School we look at the appropriateness of the visit/activity for every child, including the health and safety of all children and staff. Any decision on inclusion when such factors are considered must take every reasonable step to include that young person. However, if these reasonable steps cannot ensure their safety or that of other children and staff, it may be inappropriate for the child to attend the particular activity.

Safeguarding

The school's Child Protection Policy applies to off-site activities. In particular:

- Guidance on acceptable behaviour and avoiding unnecessary contact is shared with voluntary helpers
- Suitable employment checks are made on volunteers and other responsible adults who support these ventures in line with guidance, including DBS requirements.
- External providers or outdoor centres drawn from the Outdoor Education, PE and DofE Service's checked providers list, which confirms that safety management checks are in place

Risk and benefit assessment

As part of planning an off-site activity, regard is given to the following:

- An analysis of the benefits of the activity are translated into clear objectives and expectations
- An assessment of the risk of harm and its likelihood is made, followed by putting clear control measures in place so that they can be satisfactorily managed
- A pre-visit by key staff is considered an essential part of reviewing the location and its ability to realise the benefits and be managed. Very well known and used sites may be checked by contacting key personnel prior to re-visiting and web-based information is increasingly available and useful.

Incidents and emergencies

- Guidance from the Outdoor Education, PE and DofE Service is used to prepare leader and base-contact checklists and contact details. The incident management checklist is also available for use.
- The Children's Services Incident and Emergency 'Establishment Plan' has been used as the basis for all incident and emergency responses
- Any concerns or 'near misses' are discussed to consider changing strategies and reported to the Outdoor Education, PE and DofE Service where necessary or if the information is useful.

Monitoring and review

The school's monitoring policy has been approved by the senior management team and the governing body and is reviewed according to agreed procedures. This includes outdoor learning/off-site and educational visits:

- * Individual staff reviews contribute to the feedback on the quality of ventures and recommendations for the future
- * The headteacher reports to governors on an annual basis as to the effectiveness of the overall programme
- * Any good practice is celebrated and complaints reviewed
- * The policy is reviewed every three years or as required if regulations, guidance or circumstances change

Roles and responsibilities

Headteacher/Educational Visits Co-ordinator

- Support the Headteacher and governors in decision making:
 1. Liaise with the Local Authority Outdoor Education Unit if required
 2. Ensure the leadership of the activity is appropriate and that the qualifications of accompanying staff and volunteers are appropriate
 3. Confirm adequate risk assessments have been carried out
 4. Recommend and organise the training of leaders and help organise the induction of staff and volunteers new to the activity
 5. Ensure the school's management of behaviour and other policies are able to be transferred off site successfully and are consistently used
- Support the Headteacher in the management of educational visits:
 1. Complete the annual return of staff qualifications to the Outdoor Education Unit as required
 2. Ensure that the school complies with Council requirements for reporting incidents and accidents
 3. Ensure that the school has robust emergency procedures in place and knows how to liaise with the LEA should an emergency occur. NOTE: refer to Critical Incident Management Policy
 4. Ensure procedures for Criminal Records Bureau disclosures are in place
 5. Use and apply appropriate record keeping practices for all personnel off site
 6. Monitor and evaluate current practice and be able to report on successes and set targets for improvement. Be prepared, and able to intervene where practice is incorrect or unsatisfactory.

Governing Body

- Ensure the Council's regulations and guidance are being translated into working systems
- Ensure there is a monitoring system in place to support the above: a committee; a signatory for the approval process where required; dedicated agenda item on the annual work planner
- Have the ability to act on behalf of the children to ascertain if the aims and purposes of the event are in place, as well as realistic strategies to ensure they are met:
 1. Ask about transport and grouping strategies as appropriate
 2. Ask about inclusion
- Have the ability to act on behalf of the parents to ascertain if specific activity arrangements and risk assessments are in place and appropriate. Ascertain if an appropriate leader has been designated and whether the overall cost represents value for money.
- Receive feedback from visits to support the monitoring process

The Group Leader

The Group Leader has overall responsibility for the administration, programme, supervision and conduct of the activity. They must;

- Be an experienced member of the teaching staff who has shown clear evidence of their ability to manage an off-site activity, matched by evidence of their ability to manage the other leaders and the children appropriate to the context, length of time away and the objectives of the activity.
- Have the ability to undertake a comprehensive review of the needs of the activity and in particular be able to risk assess the location, groups travelling and leader competencies, in order to put effective risk assessment arrangements in place that they can monitor and use.
- Be able to agree and put into action an appropriate behaviour management system.
- Be able to agree ratios and size of groups and establish systems for head counts and reporting in
- Be able to induct all leaders and volunteers into the arrangements and agreed processes
- Take responsibility for ensuring all children are aware of their responsibility to ensure the health and safety of all personnel
- Take responsibility for ensuring all children are aware of the learning objectives and intended learning outcomes for the planned activity
- Group the children appropriately based on knowledge of their behaviour and attitude, together with any other relevant information
- Be able to offer realistic inclusion strategies whilst not compromising health, safety or the integrity of the activity

- Be aware of child protection issues (refer to Child Protection policy)
- Be suitably competent to lead the children in the chosen activity
- Ensure appropriate first aid provision is available
- Be competent to monitor the activity and intervene if necessary
- Understand, follow and be able to put the school's arrangements and procedures into place
- Understand the importance of effective planning
- Understand the importance of good communication, from the induction of others, through supervision, to talking to the children
- Set realistic aims and support them with successful strategies
- Ensure all group records and appropriate procedures are in place
- Be able to evaluate a situation and respond to situations, taking decisions as necessary to ensure the health and safety of all personnel

Other leaders

Other leaders need to be able to assist the group leader in all their tasks and activities. They should demonstrate:

- The necessary experience and training to enable them to carry out the tasks assigned to them
- The ability to contribute and/or follow the risk assessment and group management strategies and be able to maintain them with their specific group
- Competence and confidence in managing behaviour in outdoor contexts, and be able to follow and contribute to the supervision and inclusion strategies used
- The necessary professional competence to ensure positive learning takes place. This includes monitoring practice and contributing to the activity's evaluation and improvements if necessary.
- The ability to understand and carry out Hampshire County Council and school procedures
- An ability to contribute to planning and the setting of high expectations of behaviour and learning

Appendix A

Equipment/Checklist for School Trips

Before the trip – Year Leader to arrange a meeting to brief all adults on itinerary, safety and behaviour expectations and share Risk Assessments for the trip.

Item	Type	To be carried on trip by	Kept in School	After trip
Paperwork	• Risk Assessments	Party leader		Shredded
	• Offsite Activities Policy	Party leader		Shredded/kept on line
	• Emergency Contact List of phone numbers for children		✓ on-line	Kept on -line
	• Admission paperwork e.g. invoices, emails, booking forms etc		✓	Admin Officer
	• Emergency Contact List of phone numbers for adult helpers	Party leader/ LSA	✓(copy of adult helper contact details left at school)	Collect in and Shred
	• Emergency procedure for accident or illness to be agreed between paid staff	-	-	-
	• Timetable of the day	All adults		Kept on line
	• List of groups of children with adults	Party leader/LSA/all adults		Shredded
Medical	• First Aid Kit <u>including Kool pack</u>	Party leader		Returned to classroom
	• Bucket – sick bowls, paper towels, tissues, yellow sack, bottle of water, cups, newspaper, spare clothes, carrier bag	Party leader		Returned to medical room
	• Medication for named children	Party leader/Adult responsible for that child		Returned to medical room
Children's work	• Charged camera/ipad	Adult		Returned to classroom
	• Clipboards/paper/pencils if needed	Children/adult responsible for children		Returned to classroom
	• Spare equipment e.g. pencils, paper	Adults		Returned to classroom
Safety	• Adult identification badges	Paid members of staff		Returned to classroom
	• Identification for children – High Vis jackets	Children		Returned to office
	• Throw Bag if needed	Party leader		Returned to staff room
	• High Vis. jacket	All Adults		Returned to office/HT

	• Mobile phones	Party leader/LSA/adults		Returned to owner
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Ref: T:Off site activities/ Equipment/Checklist

