



**"Happy Together, Growing Together, Aiming High.
Every day, a learning adventure."**

Denmead Infant School

POLICY FOR OFF-SITE EDUCATION

Policy Statement

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 and ventures. These guidelines outline 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 DofE Service and their documentation and guidance.

This policy should be read in conjunction with the school's policy for 'Teaching and Learning' and our 'Curriculum for Learning'.

Benefits of off-site educational activities

Visits away from school provide valuable opportunities for learning from first hand observation and direct experience. They should be a planned and integral part of our children's learning. Research shows that school trips, whether to the local area or further afield, can lead to improvements in children's self-confidence, self-esteem and resilience. They can also make a major contribution to the acquisition of knowledge and development of skills. Studies of the natural and manufactured world, the present and past, science and arts, language and music can all be enhanced outside the classroom.

In this way it supports our vision, as outlined in our curriculum intent and is an important strand of the way in which we implement our curriculum. It is also reflected in the way in which we measure the impact of our curriculum. Specifically:

Memorable connections	Enquiry based learning fuels curiosity	Equity and enrichment	High quality outcomes and challenge for all	Coherent broad and balanced
- Does the learning make links with prior and current learning within the subject and across the curriculum? - Is the learning relevant to the lives and aspirations of all of our children? - Does learning excite to create memorable moments?	- Is an enquiry based approach to learning journeys used in all subjects? - Does the task or topic promote deeper thinking? - Do children have choices at different points in the learning process?	- Is there equity; are all children able to access the learning? - Does the task design enrich children's experiences? - Do all children experience the whole curriculum? -	- Are children challenged to think and to evaluate their learning? - Do the children experience a taste of the best that has already been achieved?	- Are children curious to make personal sense of spiritual, moral, social and cultural education? - Are children able to relate their values and experiences to British values?

Types of visits planned

During their time at Denmead Infant School the types of experiences children will have include:

- on-site, out-of-classroom activities to make full use of the extensive school grounds
- local visits to locations within walking distance of the school such as local shops, the park, care homes, and streets adjacent to the school
- participation in sports events with schools from the local cluster
- at least one visit each school year which requires the use of a coach to places such as a farm park, wildlife park, museum, places of worship. These are typically no more than hour away by coach and start and finish within the school day

Organisation and management

An Educational Visits Coordinator is always in post and keeps up to date with the Outdoor Education, PE and DofE Service. The name of the current EVC is available from school office.

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:

- Teaching and learning policy
- Behaviour policy –this forms the core of agreed codes of conduct and management strategies during off-site activities
- Safeguarding policy and how this is translated into off-site contexts
- Emergency/critical incident planning

Communicating with parents

Parents and carers are informed at the start of the term of the programme of activities, especially the use of the grounds or local areas for Learning Outside the Classroom. On admission to the school, parents/carers will be asked to complete a consent form to confirm that they have seen and agreed these details.

The recommended medical form is collected annually, with a request to parents to keep us updated with any changes

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 from the school office

In terms of transport, the school uses coaches from recognised suppliers. Minibuses may be used for small group transport e.g. choir, sporting activities

Supervision

Supervision strategies are taken from the HCC *Supplementary employer guidance* and include agreements on ratios, which are never exceeded and frequently improved

The 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, for example clear 'Plan B' alternatives, when it is necessary or prudent to do so.

Inclusion

Denmead Infant School is an inclusive school where we ensure that all children can access the whole curriculum. This includes doing all that we can to ensure full access to all off-site activities.

Any activity that is provided as part of the National Curriculum will be available to all children. Those activities that are offered as either an enrichment or enhancement to the National Curriculum will be a matter of parental choice and/ or places may be limited. The school will ensure that it makes clear to parents and carers the way in which decisions are made around the selection of children for these activities e.g. participation in events with other school.

When working to ensure inclusion for all, it is also important to distinguish between these curriculum-focused discussions and those of the health and safety of the child concerned and their effect on other children, as well as staff. Any decision on inclusion when such factors are included must, as normal, take 'every reasonable step' to include that child. However, if those reasonable steps cannot ensure their safety and/or that of others, then that may be the reason they cannot attend that particular venture.

Safeguarding

The school's Safeguarding Policy applies to all off-site activity. In particular:

- guidance on acceptable behaviour and avoiding unnecessary contact
- suitable 'employment' checks are made on volunteers and other responsible adults who support these ventures in line with guidance including DBS requirements
- use of mobile phones

Risk-benefit assessment

As part of planning any off-site activity:

- an analysis of the benefits of the activity is 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 accessing web-based information

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 response
- 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

This policy is reviewed through:

- individual staff reviews contribute to the feedback on the quality of ventures and recommendations for the future
- head teacher reports to governors as to the effectiveness of the overall programme
- the policy is reviewed every three years or as required if regulations, guidance or circumstances change.

The following documents are available from the Educational Visits Co-ordinator:

- planning checklists
- letters to parents/carers containing information about the activity and voluntary contributions
- previous planning, risk-benefit assessments
- pro formas and forms, e.g. transport, regular information notes, insurance
- regularly used site approved operational procedures