



Itchen Abbas Primary School

Outdoor Education Policy

Rationale

At Itchen Abbas Primary School we believe that safely managed educational visits and off-site activities with a clear purpose are an indispensable part of a broad and balanced curriculum. They provide an opportunity to extend pupils' learning and enrich their appreciation and understanding of themselves, others and the world around them. It is a priority of the school that all visits and off-site activities are safe, well-managed and educationally beneficial and it is to this end that we must assess and manage the risks involved.

Aims

1. To provide a wider range of experiences for our pupils than could be provided on the school site alone.
2. To promote the independence of our pupils as learners and enable them to grow and develop in new learning environments.
3. To create memorable experiences for our pupils that will stay with them and enhance their learning back in class.
4. To ensure all visits are safe, purposeful and appropriate to meet the educational needs of the pupils.

County Regulations and Guidance

The Off-site Activities and Educational Visits: Regulations and Guidance folder published by The Outdoor Education Unit of Hampshire County Council is available for staff reference. Hampshire also has a website dedicated to planning off-site visits which provides much of this detail too.

Group Leaders

The group leader should demonstrate:

- an ability to manage such a venture
- an ability to undertake a comprehensive review of the needs of the venture and in particular be able to risk assess the locations, groups travelling and leader competencies
- an ability to manage behaviour using school policy
- an understanding of groups' sizes and ratios required for their venture
- an understanding of the importance of communication with other leaders
- an understanding of the need for first aid provision
- an understanding of good planning and knowing the importance of changing plans as and when they are needed

Supervision Ratios and Qualifications Guidance

Activity	Qualifications/Staffing	Maximum ratios
Local visits <i>Close to support base</i>	An experienced group leader (recommended) a qualified leader and other responsible adults (A minimum of 2 leaders is required)	Under 5 years - 1:6 Under 8 years - 1:8 Between 8 & 18 years - 1 per activity or supervision group (Max 1:20)
Day visits <i>more than 60 miles or one hour from support base</i>	An experienced group leader (recommended) a qualified leader and other responsible adults (A minimum of 2 leaders is required)	Under 5 years - 1:6 Under 8 years - 1:8 Between 8 & 18 years - 1 per activity or supervision group (Max 1:12)
Residential visits	An experienced group leader (recommended) a qualified leader and other responsible adults	Under 5 years - 1:6 Under 8 years - 1:8 Between 8 & 18 years - 1 per activity or supervision group (Max 1:12) <i>These ratios do not include centre/residential base staff</i>
Open country <i>Working by water, away from road or building</i>	Open country qualified activity leader, qualified leaders (open country qualified) and other responsible adults <i>The number of open country qualified leaders will depend on risk assessment.</i>	Under 5 years - 1:6 Under 8 years - 1:8 Between 8 & 18 years - 1 per activity or supervision group (Max 1:12)

Notes:

Group leader – the person who has overall charge of the venture

Qualified leader – a teacher, nationally qualified youth worker or lecturer

Volunteers and other responsible adults – any other adult, known to the establishment, who is deemed by the head of the establishment to be responsible enough to support the venture.

Approval System - LA

Only two types of activity require LA approval. These are:

- Activities which involve children in residence away from home for one or more nights staying at a non-council managed centre.
- Activities deemed as adventurous and hazardous.

Examples of adventurous and hazardous activities include: archery, camping, climbing, cycling, low and high ropes courses, field studies, orienteering, skiing, surfing and swimming in open water.

To gain approval for these two ventures the offsite activities approval form needs to be sent to the Outdoor Education Unit at least eight weeks prior to departure.

Approval System - Internal

The Headteacher, as the Educational Visits Co-ordinator and in liaison with the governors, can approve the venture, its aims, leaders and management after checking that all the key responsibilities have been met.

Risk Assessment and Risk Management Requirements

Risk assessment and risk management are legal requirements.

What does the process involve?

1) Looking for and at the hazards involved

Hazards are anything with the potential to cause harm.

A significant hazard is one that has serious possible consequences.

2) Identifying the risk

The chance, great or small, that someone will be harmed.

The probability of occurrence is:

- - HIGH (certain or near certain)
- - MEDIUM (frequent)
- - LOW (seldom)

The three tiers of risk assessment and management

First tier – Generic

Carried out by LA

Second tier – Specific

Carried out by group leader and specifically concerned with:

- *the site* (pre-visit is always recommended)
- *the group* (knowledge of the behaviour of the group is essential)
- *the leaders and activity undertaken* (What experience/qualifications do your leaders have? Do they know what is required of them? How is the activity to be managed?)
- *the transport arrangements used* (knowledge of arrangements that follow a breakdown incident)

Third tier – Ongoing

This involves responding to the situation as it unfolds, in particular to changing or unforeseen circumstances.

Change, adapt or revise as required.

What does the group leader need to record?

The group leader will be required to complete a risk assessment and risk management record for each educational visit. If a class visits a location every year new records do not have to be written but old records need to be consulted and modified. The online version

should be used. www.hampshireoutdoors.com

Hazard Risk rating

Control measure Outcome

Identifying the Hazards <i>assessing the risks</i>		Control Measures <i>reducing the risks</i>	
Hazard	Risk Rating	Control Measure	Outcome
List significant hazards to do with: 1. The site and its environment 2. The group you are taking 3. The leader and activity arrangements 4. Transport	Use a risk rating to decide how likely they are to occur: <i>High</i> – certain or near certain <i>Medium</i> – frequently <i>Low</i> - seldom	What control measures are you going to put into place?	Reassess the risk to see if the control measures are adequate. A low risk is required to continue with the venture.

Transportation of children

The Health & Safety of children is paramount at all times, including when transporting children to and from an event. Alongside documentation for the vehicle, all volunteers at Itchen Abbas Primary School must have a current DBS in place.

Car drivers are listed with the School office which will ensure all relevant checks of paperwork are completed and approved by the Headteacher. Included on the form is the statement linked to speeding offences. If any adult has a speeding conviction or points on their licence for speeding, this must be declared at the time of the visit. If this is the case, the Headteacher will make the final judgement call about whether children are safe to travel with the adult in question.

Where transport will be shared between coach/minibus and cars driven by staff or parents, the visit return form will have an option for parents to check that they give their permission for their child to travel in a known adults car given that the school have already checked for paperwork, including insurance, driving licence and MOT.

Approved by Governors: May 2023

Due for review: May 2026

To be reviewed every 3 years.

Appendices

1. Risk Assessment Step 1
2. Risk Assessment and Risk Management Record Step 2
3. Reasonable Adjustments Record for Medical & Special Needs Inclusion
4. Educational Visit Guidelines for Adult Helpers
5. Agreement to drive and record of details

Hampshire Outdoors Off-Site Visit Guidance (See Attached)

RISK ASSESSMENT – STEP 1

Answer all the generic questions **highlighting** the most appropriate answer (read down the columns), add up the total of your answers (see overleaf), then complete the specific risk assessment form (Step 2) as needed.

	The activity is...	The participants ...	The activity leader ...	The environment is	First aid / emergency support are...	Weather changes...
1	within the everyday experiences of the individuals.	are very experienced with an appropriate level of competency.	is very experienced in leading this activity and qualified at the appropriate level	a local, well known location – urban or rural with predictable hazards.	available at activity site. School and activity staff have appropriate, in date qualifications to suit the activity.	will have no effect on the group.
2	outside the everyday experience of the individual but some tasks have familiar aspects.	are regularly exposed to the activity with an adequate level of competency.	regularly participates in this type of activity but may have minimal qualifications and little leadership experience.	less well known – urban or rural with hazards that could change quickly.	available at activity site. School OR activity staff have appropriate, in date qualifications to suit the activity.	are appropriate to the activity. Any changes will have minimal effect but will not affect safety.
3	outside the everyday experience of the individual but competency has been achieved in training (Evidence of training will be required by EVC)	have some exposure to the activity with experience at a recreational level and some competency.	has had some exposure to the activity as a leader, is a recreational participant and may have only minimal qualifications in this activity.	unfamiliar – potentially complex urban or rural; in the UK, or abroad. OR this is an overnight/ residential visit.	limited, with first aid available at activity site. Emergency support may take an extended time to arrive or access the site.	could lead to problems if the group is not adequately prepared with training and equipment.
4	outside the everyday experience of the individual but training has been given (evidence of training will be required by EVC).	have very occasional exposure to the activity with some experience at an introductory level and limited competency.	has had very occasional experience of the activity as a leader, limited experience as a participant and has no qualifications.	within close proximity to water, cliffs beaches, or other novel hazardous environmental features.	not readily available with limited first aid AND emergency support may take an extended time to arrive or access the site.	could cause serious problems if the group has not achieved a level of competency in the activity or are not adequately equipped.
5	outside the experience of the individual with no training prior to the trip.	are absolute novices with no experience of the activity.	has no experience of the activity in a leadership capacity with some experience as a participant.	in a developing world country, a remote area or an area requiring an advanced leadership/coaching award.	not readily available with no first aid or emergency support readily available at the activity; school or activity staff have no first aid qualifications.	could have serious repercussions for the group.

Add up the total of your answers – Highlight outcome

6 – 10 LOW RISK	11 – 19 MEDIUM RISK Evidence will be required to show you have recognised the risk and made provision for control of risk	20 – 25 HIGH RISK Further discussion with EVC is required. Changes will need to be made to lower the overall risk	25 – 30 UNACCEPTABLE RISK Further discussion with Head teacher and EVC to establish why risk is unacceptable. Changes will need to be made to lower the risk
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Appendix 2

Site / Group / Activity Specific Risk Assessment and Risk Management Record

Establishment: _____ Leader: _____ Location: _____
 Other staff: _____ Group size: _____ Ratio: _____

Benefits (aims, objectives, intended outcomes...) • •	Who might be at risk? (Tick as appropriate) Participants ___ Staff ___ Volunteer Adults ___ Others (specify) _____
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Identifying the Hazards – Assessing the Risk	Control Measures – Reducing the Risk	Risk Rating Outcome (H/M/L)
Site and its environment • •	• •	
Group / special needs/ safeguarding • • •	• • •	
Down time (time spent out of structured activity), overnight supervision and time in accommodation (where applicable) • •	• •	
Leader and activity arrangements • •	• •	
Transport •	•	
First aid arrangements •	•	

Other factors E.g. Medical needs, COVID Risk Management • •	
Alternative plans (Plan 'B'/Plan 'C') • •	
Emergency contacts – take the emergency action cards with you! Group details – ensure you have full details close to hand. Base contacts: 1) Name _____ No. _____ 2) Name _____ No. _____	
Ongoing risk management: 1 Apply the control measures 2 Monitor how effective they are 3 Change, adapt, revise as required	Examples: • monitor the weather • monitor water/river levels • monitor traffic on road • monitor conditions underfoot • monitor group and leaders response and motivation • monitor behaviour • assess group risk awareness in different environments • monitor the response of your supporting adults
Completed: _____ Signed: _____	Date _____ Group leader _____ Head of establishment or EVC _____

This document is based upon the HSE 5 Steps to Risk Assessment:

- 1) Identify the hazards
- 2) Decide who might be harmed and how
- 3) Evaluate the risks and decide on precautions
- 4) Record your significant findings
- 5) Review your assessment and update if necessary

Appendix 3



Reasonable Adjustments Record for Medical / Special Needs Inclusion

1. List all the options/adjustments to enable inclusion. (All options should be documented even if not feasible).
2. Benefits and Detriments of each option.
3. Decision of feasibility.
4. Discuss decision with the Head Teacher who will make the final decision based on the evidence.

Situation/ Concerns / Medical issues:

Option/Adjustments	Benefits of Option	Detriments of Option	Decision of Feasibility	Notes

Outcome:

Visit Leader Signature:

Date:

Head Teacher Signature:

Date:





Parent Volunteers on Off-Site Visits

Most schools rely on parent volunteers to accompany off-site visits and they can be a valuable resource. To enable you to plan for and get the most from your parent volunteers, it is worth considering the following.

Before the visit

- It is worth asking for an expression of interest from those parents wanting to help on school visits at the beginning of the year. You could find out, their special skills and interests, any experience with safeguarding or working with children and whether they already hold a current DBS certificate. Having a record of suitable parents that you can call on, can make planning easier.
- Meet with parent volunteers a couple of days before the visit. This will give you time to explain the itinerary for the day, talk through specific risk assessment and answer any questions. This will save you having to explain on the morning of the visit; which can be a busy time!
- Outline some learning objectives for the day and provide some information about the key vocabulary to use and enforce.
- Parent volunteers should be very clear about the importance of confidentiality during and after the visit. They should not share any information about specific children with friends, family or a child's parent.
- Consider providing a school visitors badge for parent volunteers so that they are easily identifiable to staff and children.
- As with school staff any volunteers support needs, medical considerations and dietary information may need to be considered, communicated and risk assessed.
- Any specific competencies that you require such as driving licence/insurance details, DBS or First Aid certificate should be collected and evidenced as you would a staff member.

During the visit

- It is preferable for a parent volunteer to accompany a group that doesn't include their own child. In an emergency, a parent would obviously put their own child's needs before others in the group and they may also favour them whilst on the visit.
- Give parent volunteers a list of the children that they are responsible for. Share any relevant information about the group with the parent volunteer to enable them to work effectively with the group.
- Ensure that children are aware of who their group adult is and make sure they know that they must stay with this person.
- If your visit includes a coach journey, make sure that parent volunteers know that they are responsible for checking each child's seatbelt is securely fastened. Outline any rules you may have for the coach journey e.g. whether snacks are allowed. Make sure that the parent volunteer knows who has the sick bucket!
- Make sure that the parent volunteer knows who to ask for first aid assistance if needed and who to report to in an emergency.
- Parent volunteers should have a clear idea of the rules, routines and behaviour expectations for the day and should be reminded to make sure that their group adhere to these. It is worth explaining any rules around walking in public places, overnight care/accommodation and whilst travelling.

- Parent volunteers should not use their own money to buy gifts or treats for the children in their group.
- Make sure that parent volunteers let someone know if they need to leave their group for any reason.
- Parent volunteers should always be asked to keep a high degree of confidentiality and should be encouraged to talk to the lead teacher about any concerns they may have. This is especially important should the parent volunteer have a safeguarding concern.
- Parent volunteers must not take photographs, videos or audio recordings on their phones/cameras and must not access any social media or messaging apps whilst on a visit. Phones should be switched to silent and only used in an emergency.
- Younger siblings should not attend visits with parent volunteers. Make sure that parent volunteers have childcare in place should a visit arrive back later than planned.

After the visit

- Make sure that you thank your parent volunteers!
- Gain any feedback on how their group behaved and what they felt went well/not so well.
- Feedback to the school on the suitability of the parent volunteer. This is helpful when choosing volunteers for future visits.
- Ensure they have handed in any personal details e.g. class lists.

Further advice and guidance

You can find further advice and guidance on the role of parent volunteers in the OEAP National Guidance <https://oeapng.info/parents/>

If you have any specific questions, please contact us at outdoor.education@hants.gov.uk or call 01962 876218.

Appendix 5

Agreement to Drive and Record of Details

As part of the Risk Assessment of all who drive on the Council's behalf which includes all volunteers, parents, teachers and youth workers, this form needs to be completed for each and every driver.

Use of Private Car for transporting Pupils/Clients on behalf of Hampshire County Council, Portsmouth City Council and Southampton City Council

Thank you for offering your services in transporting pupils/clients. As you will agree, it is essential for the Council to maintain the highest standard of safety for their pupils/clients and as part of their Risk Management, the following items needs to be inspected to make sure they agree with the Council's policies, as follows:

- All private vehicles that are driven on behalf of the Council must be insured for Business Use, unless your vehicle is insured for "Social, Domestic and Pleasure" and your insurance company is willing to include driving for the school/centre within that definition. Confirmation in writing must be provided by the insurance company.
- That Road Tax and MOT are valid
- That you have a full driving license which does not have prosecutions for drink driving, dangerous driving, and no more than 3 points
- That you are fit to drive and free from any Drugs, Alcohol or Medicine which is likely to impair judgment and ability to drive.

I have read the above and have provided the requested information/documentation:

Car Registration Number					
Driving License Number			Expiry Date		
Car Insurance Policy Number		Insurer		Expiry Date	
MOT certificate Number			Expiry Date		

- I understand that if my vehicle is used for the transport of pupils in a private arrangement between parents, then any claim costs will be borne by the insurance covering the relevant vehicle and not Hampshire County Council, Portsmouth City Council or Southampton City Council.
- The driver of the vehicle will wear a seatbelt at all times whilst driving
- The driver will ensure that pupils are seated and restrained correctly*

I have read and understood the information and instructions above and have verified with my motor insurer that I am insured to transport children/young people in my vehicle. I undertake to inform the School/Centre of any change in this circumstance which might prohibit my transporting children/young people.

Signed		Date	
Print Name			
Confirmation by School/Centre:			
<ul style="list-style-type: none"> • I have inspected and agreed as acceptable the above particulars on behalf of Hampshire County Council/Portsmouth City Council/Southampton City Council 			
Signed		Date	
Print Name			

This form will be kept on file so that we do not have to repeat this exercise unless your details change within the School year.

*Restraints:

- Legislation requires all young people in cars, vans and other goods vehicles to be carried in the correct child restraint from birth until either they are 135 cm (4'5") tall or have reached the age of 12 years (whichever comes first). They must then use a seat belt. Children 3 years to 135 cm in height are allowed to travel in the rear and use an adult belt in certain circumstances, e.g. for unexpected necessity over a short distance, if the right child restraint is not available.

DBS Checks

Alongside the documentation for the vehicle all volunteers at Itchen Abbas Primary School must have a current DBS in place.

Original Seen (Tick)	Date:
Copy Taken (Tick)	Date:
Valid Until:	