

OVERSTONE PARK SCHOOL

Outdoor Education Policy



Outdoor Education

Date	Review Date	Coordinator
September 2026	September 2027	Mrs M Brown Mrs D York Miss A West Mrs J Brown Mrs L Vippond

We believe this policy relates to the following legislation:

- Employers Liability (Compulsory Insurance) Act 1969
- Health and Safety at Work Act 1974
- Adventure Activities Licensing Regulations **2004**
- Standards and Framework Act 1998
- Management of Health and Safety at Work Regulations 1999
- Education (School Premises) Regulations 1999
- Education (National Curriculum) (Temporary Exceptions for Individual Pupils) (England) Regulations 2000
- Health and Safety (Miscellaneous Amendments) Regulations 2002
- Equality Act 2010
- Education Act 2011
- School Premises (England) Regulations 2012
- Special Educational Needs and Disability (Detained Persons) Regulations 2015

The following documentation is also related to this policy:

- Designing and Timetabling the Primary Curriculum - a practical guide for Key Stage 1 and 2 (Qualifications and Curriculum Authority 2002)
- Equality Act 2010: Advice for Schools (DfE)
- Managing for Health and Safety (HSE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)

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.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

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 ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Principal

The Principal will:

- work 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;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by:
 - monitoring learning and teaching through observing lessons
 - monitoring planning and assessment
 - speaking with pupils, school personnel, parents and governors
- annually report on the success and development of this policy.

Role of the Educational Visits Coordinator

The Educational Visits Coordinator will:

- work closely with the Principal;
- lead the development of this policy throughout the school;
- make effective use of relevant research and information to improve this policy;
- 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;
- annually report 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 Principal and Educational Visits Coordinator to ensure that all procedures are adhered to;
- have the permission of the Principal 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 DBS 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;
- 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.

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.

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.

All other school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
 - All aspects of this policy
 - Curriculum Teaching and Learning
 - Health and Safety
 - School Trips
 - Equal opportunities
 - Inclusion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

Raising Awareness of this Policy

- School Handbook/Prospectus;
- School website;
- Staff Handbook;
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
- School events;
- Meetings with school personnel;
- Written communications with home such as weekly newsletters and of end of half term newsletters;
- Annual report to parents;
- Headteacher reports to the Governing Body;
- Information displays in the main school entrance;
- Text messages
- Email
- Social media:
 - Facebook
 - Twitter
 - Virtual pin boards
 - School blog

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.

Principal:	Mrs M F Brown	Date:	September 2026
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