

Policy Name:	Outdoor Education and Educational Visits Policy
Date Adopted By Governing Body:	June 2026
Signature of Chair of Governors:	Sarah Phipps
Signature of the Head Teacher	Jo Goman
Review Cycle:	Yearly
Next Review Date:	Summer Term 2027

Introduction

At Greatham Primary School we seek and plan for regular opportunities to enrich and enhance learning through outdoor education and adventure, access to arts and culture, experience in nature and topic related educational visits.

We organise our curriculum into half termly topics. Each topic has a lead subject area which acts as the key driver. The key drivers are historical, scientific or geographical because we recognise that our children demonstrate high levels of engagement in these areas of the curriculum. Other subjects are creatively placed to link learning rather than being equally spread across terms. We do not teach every subject in a half termly period and subjects are blocked together within a topic where appropriate (for example, 5 RE lessons may be taught over a 3 day period rather than weekly).

We recognise that knowledge is the foundation of skill and application and are determined that the children know the associated facts for each curriculum area whilst building the skills required to apply knowledge. This is to create both aspirational and resilient learners.

Environments and expertise beyond the classroom are therefore actively encouraged and within topics we are both flexible and responsive to individual needs and interests.

Policy Information

The **Outdoor Education and Educational Visits Policy** and procedures are formulated in conjunction with the **advice, guidance and training** from Hampshire Outdoors which is based on the OEAP National Guidance.

This policy applies to all members of staff, volunteers, all children and their parents. All employees and volunteers should follow this guidance and be part of any planning processes.

This policy covers all outdoor education and educational visits.

Aims of Outdoor Education and Educational Visits

For children to:

- enjoy experiences that cannot be provided on site
- experience awe and wonder
- undertake memorable learning opportunities that are real and relevant
- develop respect for buildings, the environment and living things
- increase understanding of risk
- take part in first hand experiences of learning that support the acquisition of language
- apply their learning through extended opportunities, including learning to solve problems
- broaden their horizons
- raise their aspirations
- understand the context for their learning and have complete clarity about the learning that will take place

Policy Aims

- To ensure that all **Outdoor Education and Educational Visits** meet employer and establishment requirements
- For all **Outdoor Education and Educational Visits** to have a clearly identified purpose and learning outcome
- To ensure that governors understand the procedures and programme of **Outdoor Education and Educational Visits**

Types of off-site activities and educational visits

We have included a table to show the types of visits and ventures that we plan to undertake. Visits for younger children are frequently more local and shorter in length. They are also to places that are more familiar to their age and stage, such as a park. As children progress, visits are more in depth and there is an opportunity for them to stay away overnight in years 4 and 6. This table of

visits and ventures is not exhaustive. We have a flexible approach to curriculum planning so outdoor visits may be added or altered to ensure they meet the needs of the children. This is a list of the provisionally planned visits for the school year 2026-2027. We aim to ensure that children have opportunity to enrich and enhance learning through outdoor education and adventure, access to arts and culture, experience in nature and topic related educational visits. Therefore, it is likely that additional visits to local theatres and museums will be planned in response to an individual venue's programme calendars.

Provisional Educational Visits for 2026/2027	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R		Greatham Village				Staunton Country Park
Year 1		Mary Rose Forest Schools	Alice Holt	Tudor House and Garden	Birdworld	
Year 2	Sea City Museum Southampton Forest Schools	Milestones Museum				Harold Hillier Gardens / Gilbert White's House
Year 3		Sustainability Centre	Forest Schools Young Voices London- opt in only		Watercress Line	
Year 4	Gilbert White's House- rivers	Swimming Lessons	Young Voices London- opt in only	Forest Schools Fishbourne Roman Villa	2 night residential- Stubbington	
Year 5	Winchester Science Centre & Planetarium	Swimming Lessons	Young Voices London- opt in only		Forest Schools Bikeability	Winchester museum and/ or cathedral
Year 6	4 night residential- PGL Hindhead		Young Voices London- opt in only		DDay Museum	Leavers Trip – Pupil choice Forest Schools
Sports events	In addition to the above events, we also attend sporting competitions and gatherings throughout the year. These can be at a local school or at a local sports ground. If events are after the school day, parents usually transport their children and attend the event. If events are during the school day then they will be managed in the same way that an educational visit is managed. A generic risk assessment for sports events is completed annually.					

On site **	Walking Distance **	Involving the use of transport	Involving an overnight stay	Involving adventure	Involving travel abroad
Forest Schools in the Eco Garden	St John's Church	All year 6 trips	Y6 – PGL	Y6 – Leavers Trip Y6 – PGL	
Geographical understanding of layout of school and onsite fieldwork	Greatham Old Church	All year 5 trips			
	Post Box	All year 4 trips	Y4 – Runways End 2 nights	Y4- Selborne- Gilbert White's House Y4- Stubbington	
Planting, and eating vegetables in school	Greatham Ranges	All year 3 trips			
	Greatham Park	Most year 2 trips		Y2 – Selborne- Gilbert White's House	
	Greatham Allotments	Most year 1 trips			
	Y1 – Greatham Village (Layout) YR – Greatham Village (Buildings)	All year R trips			

** Covered by the consent form signed by parents on entry to school.

Organisation and Management

All outdoor visits will follow the guidelines set by Hampshire Outdoors principally through the document *Off-site Visits Guidance- Hampshire Outdoors November 2025*, but also via the websites and support services provided by the outdoor Education, PE and DofE Service.

An **Educational Visits Coordinator** is always in post and keeps up to date with the requirements of Outdoor Education. The current holder is the Headteacher. It is recommended that the EVC attends EVC initial Training and that this is updated every 5 years.

A **Visit Leader** will be assigned to each outdoor activity or educational visit. This will be a competent person with overall responsibility for planning and management of a visit. Once planned, all paper work linked to the educational visit will be stored on the EVOLVE data base- www.hampshireoutdoors.com. This includes, risk assessments, letters to parents including informed consent, and itinerary for the educational visit. The Educational Visits Coordinator will then be required to approve that the trip has been planned with reference to the guidance and may proceed.

Hampshire Outdoors will have final review for more complex visits, as or on behalf of the employer.

A **Forest Schools Leader** will lead all forest school activities. The post holder will be level 3 trained and will complete all paperwork and risk assessments associated with learning undertaken.

Governors are provided with the table of provisional educational visits for the next academic year in order that they may evaluate provision and approve the intention. Governors recognise that the planned events may change in line with cost, curriculum and availability. Governors may attend educational visits in a monitoring capacity. In addition, they may be provided with feedback on specific events and successful ventures as appropriate.

Outdoor education and educational visits are fully integrated into the ethos and culture of the school and all key policies are considered for their relevance:

- Teaching and learning policy
- Behaviour policy
- Child protection policy
- Safeguarding policy
- Health and safety policy
- First aid policy
- Debt recovery
- Single Equality Scheme

Many straightforward visits are managed entirely in accordance with these policies and, apart from simple additional considerations about the site and transportation of children and young people, are managed as they would be in school contexts. We aim to apply the ethos, culture and challenge for learning that is embedded in school into all our outdoor learning and off-site contexts.

Communicating with Parents

At the start of every new school year, parents are asked to consent to their child taking part in short excursions within the immediate local area. Consent is in the form of a signed agreement. Where consent has not been provided in writing, verbal consent is accepted as a last resort. These visits are always within walking distance and often take place in small groups. A suggested list of destinations is included on the table in the Types of Visits/ Ventures section of this policy.

For more significant visits, in particular those which:

- require children to bring a packed lunch;
- are further than walking distance; or
- require parental funding;

persons with parental responsibility will be sent detailed information and required to provide consent a few weeks prior to the visit taking place. Consent is provided online via the computer system SCOPAY but may be in the form of signed agreement (which should be returned to confirm that they have seen and agreed the details). Where consent has not been provided in writing, verbal consent is accepted as a last resort. The exact details of the trip, including activities that the children will undertake and an itinerary are detailed in the letter so that consent can be fully informed.

When a visit incurs a cost, the school requests that parents make a voluntary contribution to pay for their child to take part. The cost for each child is derived by dividing the overall cost of the off-site activity or educational visit by the number of children that the event is planned for. Parents are informed about the cost in writing and requested to contribute. If they do not contribute

financially, they are reminded. If they still do not pay, then the school pays on their behalf. However, if too many families do not pay and the cost for the school becomes too large, then the trip is cancelled.

The school is insured for educational visits by Hampshire County Council and the details of this policy, including travel cover are located in the admin office.

A variety of transport is used following Council guidance. They include:

- walking
- buses (local, non-motorway travel)
- coaches with a minimum of lap belts fitted (through the Hampshire Approved Transport Providers List).
- trains (where appropriate as part of the learning in the educational visit)
- mini buses for small groups
- parent drop offs/ pick ups

School staff do not transport children for educational visits unless in exceptional circumstances and agreed by the Headteacher. Full business insurance is mandatory in these circumstances.

Supervision

Supervision strategies are taken from *Off-site Visits Guidance* and include agreements on ratios, which are never exceeded and frequently improved. Additional strategies to ensure the safety of our children include (not exclusive or exhaustive):

1. Assigning the role of visit leader to a competent teacher or member of staff (ECTS should not lead trips during their first year of teaching)
2. Taking the appropriate number of adults to meet the Hampshire minimum ratio guidance request.
3. Inviting as many additional members of staff to accompany educational visits as is practicable for the school.
4. Children wearing high-visibility jackets.
5. Walking on the inside of the pavement.
6. Walking in pairs.
7. Being in a small group or receiving 1:1 support in the case of children with EBD, significant learning needs or SEN.
8. Working with own parent if necessary.
9. Additional adults who are not assigned to a group may accompany the trip.
10. When visiting toilets, only DBS checked members of the party will be allowed to accompany children.
11. The strategies 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 'Plan B' where we may plan clear alternatives when it is necessary or prudent to do so.

Inclusion

Greatham Primary School is an inclusive school.

We ensure that every effort is made to include all children and young people. Our challenge is to make educational visits available and accessible in some form irrespective of a child's special educational, behavioural needs (SEMH), medical need, ethnic origin, sex or religion.

We adhere to the four important principles of inclusion:

- **Entitlement**- the right to participate.
- **Accessibility**- modifications and adaptations to an activity to be considered without the activity losing its integrity. Providing access does not always mean to the same activity in the same way.
- **Integration**- participating alongside peers wherever possible
- **Integrity**- modified activities offered are of equal value to the unmodified or adapted.

Inclusion must be achieved whilst maintaining the safety of all those concerned (individuals, staff and groups), the integrity of the activity and the ability to manage the context. These are significant factors to be managed and may over-ride the child's right to participate.

Safeguarding

The school adopts the Hampshire model Child Protection Policy and Safeguarding Policy. DBS checks are made on volunteers and other responsible adults who support educational visits. External providers or outdoor centres are drawn from the Outdoor Education, PE and Sport Service's vetted database, which confirms that safety management checks are in place.

Risk and benefit assessment

As part of planning educational visits the following measures are taken:

- 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- the Hampshire risk assessment template is always used to support this process
- 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. However, very well-known and used sites may be checked by contacting key personnel prior to re-visiting and web-based information
- organisation of all information relevant to the visit is input and stored on the database EVOLVE

Incidents and emergencies

Guidance from the Outdoor Education, PE and Sport Service is used to prepare leader and base-contact checklists and contact details, including the contact details of all adults attending the trip.

Mobile first aid kits will be held by competent adults and a trained first-aider will accompany the trip. When a qualified first aider is not part of the visit, a robust plan must be in place should first aid be needed.

Any concerns or near misses are discussed to consider changing strategies and reported to the Outdoor Education, PE and Sport Service where necessary.

All accidents are reported in accordance with school procedures when the educational visit party returns to school.

Monitoring and Evaluating

Monitoring will take place in the form of:

- staff reviews to feedback back on the quality of ventures and recommendations for the future
- a section within the autumn term Headteacher's report to governors on an annual basis as to the effectiveness of educational visits
- any good practice is celebrated in staff briefings and complaints reviewed through leadership meetings
- the policy is reviewed annually or as required if regulations, guidance or circumstances change.

Governor Monitoring and Evaluation

*This is a **non-statutory** policy.* The Governors will monitor the procedures outlined in this policy on a yearly basis to ensure the school's procedures are effective in meeting employer and establishment requirements.