

EXECUTIVE COUNCIL

CONFIDENTIAL

Title of Report: Educational Visits and Adventurous Activities Policy Statement
Paper No: 212/11
Date: 28 September 2011
Report of: Director of Health and Education & Acting Director of Central Services

1.0 Purpose

1.1 To inform members of the changes to the revised Protocols for Educational Visits and Adventurous Activities and to seek approval of the joint directorate policy statement in terms of its implementation and application.

2.0 Recommendation

2.1 Members are recommended to approve the policy statement in its entirety and the adoption of the revised protocols across FIG.

3.0 Summary of Financial Implications

3.1 None

4.0 Background

4.1 The Education Department, as it was, approved the Guidance for Educational Visits and Adventurous Activities in 2004. Although the document received Education Board approval it did not receive EXCO approval.

4.2 With the re-structure of FIG in 2009, and an incident involving FICS students in 2010, the Recreation Manager was tasked to review the document in consultation with Directors, unit managers and directorate staff.

4.3 The review is now complete, with a final draft held within Public Folders at *Education, Educational Visits and Adventurous Activities*.

4.4 Directors now submit the policy statement relating to the implementation and application of the protocols, at Appendix 1, for approval by EXCO.

5.0 Financial Implications

5.1 None

6.0 Legal Implications

- 6.1** FIG has a duty of care to school pupils, users of Stanley Leisure Centre, and persons engaged in activities organised by or involving FIG. FIG also has specific obligations under the provisions of the UN Convention on the Rights of the Child to ensure the provision of education, and to safeguard children and young people under 18.
- 6.2** The policy statement sets out how educational visits and adventurous activities can contribute to the development of children and young people, and acknowledges that FIG is committed to ensuring that all young people in the care of the relevant directorates are exposed to safe, educational and enjoyable activities.
- 6.3** The Protocols augment the policy statement by laying down the detailed procedures which should be adopted by FIG personnel (including volunteers) involved in the planning, organisation and conduct of educational visits and adventurous activities to ensure that FIG's duty of care is fulfilled, risk minimised, and the safety and welfare of participants secured.

7.0 Human Resources Implications

- 7.1** None



DIRECTORS HAVING RESPONSIBILITY FOR EDUCATION AND LEISURE PROVISION

POLICY STATEMENT ON EDUCATIONAL VISITS AND ADVENTUROUS ACTIVITIES

1 INTRODUCTION

Educational visits of all types provide valuable opportunities which can enrich participants' learning across a wide range of both curricular and extra curricular areas. In particular, a residential visit is a powerful vehicle for providing opportunities both for concentrated study and activity and promoting participants' social, personal and moral development.

There are a wide range of initiatives which encourage the adventurous, experiential and exploratory use of the outdoors. Many of these come at a time of increased mobility and opportunity. Outdoor Education contributes to the total education of participants in many ways:

- It can contribute to all subject areas of the National Curriculum. Specific disciplines may require the use of outdoor education or activities as a central part of the provision and understanding of that curriculum area.
- It can provide an important vehicle for personal and social development of participants by:
 - using the challenge and group co-operation aspects of the activities for planned personal development sessions
 - using the residential element to explore the realities of social living in a group.
- It can provide a vehicle for an understanding and development of environmental education which is recognised as a cross curricular theme in its own right. This may take the form of:
 - a course of study for students pursuing this as a discrete topic

or

- a general education across all subjects for all students.
- It can provide an insight into various sporting activities, which by virtue of their make-up allow adventure to be accepted at an individual level; provide a recreation activity that may be pursued in later life or by providing the basis of a career in the future.
- It can provide a real situation for the practical application of many other subjects. For example, map reading, logistics, theory of sailing or climbing and forces involved in river or sea canoeing all involve practical and meaningful application of mathematical and scientific principles.

Outdoor education in its widest and most complete sense encompasses the moving, living and learning in a wide variety of situations out of doors and frequently off-site. Many of these activities may be undertaken in urban and/or rural settings and may involve land, water, or airborne contributions. Outdoor experiences can make a unique contribution to education through:

- adventurous activities, often in a challenging situation;
- the sharing of experiences with others;
- the explanation and exploration of personal beliefs, attitudes and values;
- living and co-operating with others.

2. POLICY STATEMENT

2.1 FIG is committed to ensuring that all young people within the care of the respective directorates are exposed to safe, educational and enjoyable activities whilst away from their respective sites through diligent application of the Protocols for Educational Visits and Adventurous Activities (The Protocols).

2.2 FIG is committed to ensuring that induction procedures are in place for all relevant staff in the understanding and application of The Protocols.

2.3 FIG is committed to an active and lively educational visits programme, incorporating local and overseas visits and exposing young people to new and enjoyable educational and leisure opportunities.

2.4 The Director responsible for Education will be accountable through The Protocols for all activities, both school visit based, with respect of the Falkland Islands Community School and the Infant and Junior School & Camp Education, and Youth and Community Education off site activities based within both school units and Stanley House.

2.5 The Director responsible for Education will be accountable through The Protocols for all activities run under the Falkland Islands Duke of Edinburgh Scheme, where the units are educational establishment based.

2.6 The Director responsible for the Stanley Leisure Centre will be accountable through The Protocols for all activities involving the Stanley Leisure Centre.

2.7 Both directorates are committed to an annual review of The Protocols during July and August of each academic year, to ensure compliance with best practice and review of activities held during that academic year.

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