

PROCEDURE 25: EDUCATION OUTSIDE THE CLASSROOM

Rationale:

Education Outside the Classroom (EOTC) is defined as all those events/activities that occur outside the classroom, both on- and off-site, including all curriculum, sporting, and cultural activities. It also includes overseas trips.

EOTC activities are defined by their type and level of risk. Planning and consent requirements vary depending on the activity type.

The school's EOTC activities support and enhance the New Zealand Curriculum.

Students learn through experiences appropriate to their needs and environment. Students need a variety of experiences for maximum development, personal growth, social development and should be given opportunities to explore and learn from the world outside the classroom.

Risks associated with EOTC must be managed in accordance with National Administration Guideline 5 and *EOTC Guidelines: Bringing the Curriculum Alive*.

Purpose and Considerations:

The purpose of this procedure is to provide guidelines to ensure EOTC activities are carried out safely and competently in accordance with statutory requirements, “best practice”, and Board requirements.

EOTC activities must be approved by the Principal, and/or the School Board, who hold the ultimate legal responsibility for approved excursions. All overnight stay events must be approved by the Board. Approvals are in line with the Management Guide for EOTC Activity Types and must be completed prior to planning for the event/activity. All school health and safety policies apply to EOTC activities. When there is more than one PCBU involved (such as an outdoor education provider or other school board), the EOTC organisers consult, cooperate, and coordinate to ensure that health and safety responsibilities, including risk management, are met. Examples include interschool sports tournaments, school camps, and visits to outdoor education centres.

EOTC programmes, events, activities, and experiences are designed to:

- enhance learning, through a variety of well-designed, first-hand experiences
- provide experiences for students that encourage awareness of the values and philosophies of the tangata whenua, and with other cultures within the school community
- increase students' knowledge, understanding, and appreciation of their local school area
- promote ecological awareness and personal responsibility towards the environment
- develop students' skills in observation, recording, and organisation
- help students develop self-confidence and a sense of adventure
- assist students in their social development by placing them with others in unfamiliar situations
- help students develop an attitude of responsibility, particularly towards their own safety and that of others
- provide students with opportunities to work together in a group.

To make EOTC effective and safe, Whareorino School undertakes to:

- involve students, parents, caregivers, and the community at all relevant stages of EOTC management (from initial planning and approval through to post-event review and evaluation)
- facilitate traditional events preserving the special culture of the school
- take all practicable steps to include students with additional support needs
- be aware of cultural considerations of participants

- ensure, where possible, that students are not excluded for financial or special reasons
- provide alternative learning situations for students unable to participate
- liaise with local early childhood centres and with contributing and receiving schools, where appropriate, so that EOTC programmes are coordinated
- follow Ministry of Education regulations and guidelines on safety and supervision, risk management, leadership, and legal requirements
- ensure adequate ongoing training for all staff involved in EOTC, including support staff attending
- have staff attend approved workshops, seminars, courses and training, and assessment schemes

Taking children out of the school environment can provide them with life-changing experiences which they will remember for the rest of their lives. It can also put them at risk and into unfamiliar situations. Careful planning and preparation is needed to minimise risks and make the activity a positive experience for each student.

Definitions:

EOTC means Education outside the Classroom, and includes curricular, co-curricular and extra-curricular activities that are:

- conducted within school grounds but not inside a classroom, or
- conducted off school grounds

Curricular means directly part of programmes of learning linked to the NZ Curriculum.

Co-curricular means in support of the curriculum but not directly required to deliver it.

Extra-curricular means not directly part of or in support of the curriculum. This refers to a wide range of activities including sport, recreation, cultural, arts, and community programmes and activities the school may be able to offer.

Board means Whareorino School Board

Scope:

This policy applies to all staff, students, whānau, volunteers, and contractors who are involved in planning, managing, and carrying out EOTC activities.

Guidelines:

1. The Principal shall ensure that the school has clearly documented EOTC management procedures in place which meet the Board's statutory obligations under the Education and Training Act 2020, the Health and Safety in the Workplace Act 2015, and any other legislation in force that relates to the safety of students and employees.
2. Whareorino School's EOTC management procedures shall comply with the Ministry of Education guide 'EOTC Guidelines – Bringing the Curriculum Alive', published in 2009, and any subsequent amendments or substitutions, and these policy guidelines.
3. All overnight activities shall require prior approval by Board resolution before departure. The Board requires such application at least 6 weeks prior to such events.
4. All international activities shall require prior approval-in-principle, by Board resolution, before any detailed planning or fundraising is commenced.
5. EOTC activities shall be fiscally neutral to the school, in that direct costs are recovered from participants. The school should ensure these costs are recovered from participants in full before the activity commences.

6. Accounting for activity costs shall be transparent. Participants who are charged costs for activities shall receive beforehand an accurate detailed account of the activity budget, and afterwards the actual expenditure shall be available on request.
7. All trips, camps and visits should be part of a planned programme, with evidence of links to the National New Zealand Curriculum, and school curriculum; the National Curriculum is composed of *The New Zealand Curriculum* and [Te Marautanga o Aotearoa](#) which set the direction for student learning and provide guidance for schools in the design and review the school curriculum.
8. Teacher responsible for planning an EOTC must use the relevant Whareorino School forms and processes; refer to the school's EOTC guidelines folder/files.
9. As these excursions are part of the planned programme, all pupils need to be encouraged to take a full part.
10. Safety is paramount – all EOTC activities must have a risk management analysis form completed and approved, before proceeding.
11. Suitable ratios of supervising adults to pupils must be maintained to ensure child safety.
12. Clear and timely communication with parents/caregivers is a necessary part of planning EOTC activities.
13. Where possible and practical, students should be involved in all aspects of any EOTC activity.
14. Financial difficulty should not hinder a child taking part in EOTC. Application for assistance can be made to the principal.
15. All EOTC experiences must have prior approval of the principal. Any activity involving an overnight stay will need School Board approval. Application to the Board needs to be timely.
16. Adults assisting with EOTC must comply with all laws (cars need to be warranted, registered, and drivers need to hold a full clean licence etc), Police vetted, and school procedures.
17. Alcohol and drugs are prohibited in or on any person involved in EOTC.
18. Teachers planning EOTC experiences should have first-hand experience of the venue, subcontracted personnel, and activities.
19. The Whareorino School Principal and Whareorino School Board have both a management and governance role and responsibilities for EOTC, especially around “duty of care”.

School Board and Principal Guidelines: -

The board of trustees and principal are responsible for ensuring that EOTC activities are carried out safely and that they each meet the requirements of the EOTC activity safety planning and risk assessment documentation. The board is responsible for providing a safe physical and emotional environment for students, staff, and others. This includes complying with any legislation.

The board and the principal will ensure that:

- all EOTC practice complies with the school's EOTC safety management planning
- resources are provided to establish, implement, maintain, and continually improve Whareorino School's safety management planning
- there are opportunities for adequate ongoing professional development for all staff involved in EOTC
- responsibility for coordinating EOTC in the school is assigned to competent staff (e.g. the principal, the EOTC coordinator, a senior staff member, or a committee) and is adequately monitored and resourced
- valid informed consent from parents/caregivers is obtained commensurate with the level of risk
- recommendations from incident reviews are implemented

20. All Whareorino School EOTC activities will be the responsibility of the designated, fully registered Whareorino School teacher. This teacher is designated the role and responsibilities of (PIC), Person in Charge of an EOTC Event:

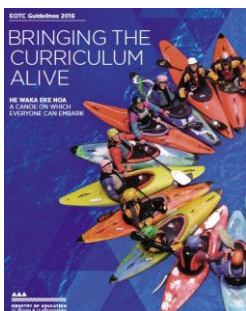
Person In-Charge Guidelines: -

The person in charge (PIC) of an activity or event is usually a staff member. If the school is contracting an external provider to deliver EOTC, there are likely to be two PICs: one representing the school, and one representing the provider. When there is more than one PIC, it must be clear who is responsible for what.

The **PIC** is expected to:

- take full responsibility for safety management, and take any action required to ensure that risk is kept at an acceptable level
- ensure that all EOTC safety management policies and procedures are adhered to
- ensure that all required documentation is completed within required timeframes
- ensure that all supervisory and instructing roles and responsibilities have been clarified and agreed to before the activity
- check the activity, venue, and staff and volunteer competence before the activity
- identify, assess, and manage risks, and communicate risk and hazard information to staff, volunteers, and students
- identify and convey emergency procedures to all staff, volunteers, and students
- use appropriate safety equipment and clothing (personal protective equipment) when needed
- ensure that currently qualified first-aiders are available for students participating in an EOTC activity
- make lists of all the participating students, activity leaders, and assistants available – these lists should include emergency contact details, medical profiles, and any other pertinent information
- take a means of communication that will work at the event location
- obtain, in writing and/or in briefing sessions, informed consent from parents, where required, by providing sufficient information about an EOTC event
- oversee, manage, and respond to any situations for the whole group of students (where multiple groups and staff are involved)
- identify and manage any risks associated with students' specific needs (educational, cultural, linguistic, medical, nutritional, and behavioural)
- provide weatherproof copies of emergency procedures and contact details for activity leaders to take into the field
- complete the equipment log for all safety equipment, and make sure that all equipment is returned to storage, clean and in good repair

RESOURCES:



<https://eotc.tki.org.nz/EOTC-home/EOTC-Guidelines>

EOTC Guidelines: Bringing the Curriculum Alive

- **EOTC Guidelines - Bringing the Curriculum Alive** (Module 1 below)

Out of the classroom learning experiences provide students with a range of contexts to develop the key competencies, explore their values and the values of others, and apply learning across the curriculum.

When students are involved in EOTC experiences teachers need to consider their learning needs, and their safety needs.

EOTC Learning Modules: From planning to delivery (Ctrl+Click to follow link)

- Module 1: [Bringing the Curriculum Alive](#)
- Module 2: [Māori World Views](#)
- Module 3: [Learning Safely – A Shared Responsibility](#)
- Module 4: [Planning](#)
- Module 5: [Staffing and Supervision](#)
- Module 6: [Contractors, Volunteers and Parents](#)
- Module 7: [Legal Responsibilities](#)
- Module 8: [Emergency Preparedness](#)
- Module 9: [Deities and Guardians](#)

When using the following **Tool Kit**, please note the following:

- Forms should be adapted to your school’s needs and requirements, including putting the Whareorino School’s letterhead at the top.
- Instructions for adapting the forms are written in green and should be deleted.
- Schools are strongly encouraged to put the Tool Kit onto the school’s intranet, so it is available for all staff to use.
- The forms are free of Copyright, so may be photocopied.
- Each form details a procedure. Depending on the level of risk of the activity, some procedures may be carried out informally, (for example verbally, rather than using a form).

Remember that the risk management (and paperwork) should be in proportion to the level of risk associated with the EOTC activity.

The EOTC safety management plan should form the basis of why and how you plan to manage safety in your EOTC programme. This document sits under the school-wide health and safety management system and alongside safety management plans for other areas within the school.

Tool Kit templates, with examples included. **Black** text = required, leave it there. **Blue** text = customise/adapt for your situation; and yellow speech bubbles are additional explanations and should be deleted from the school’s version. – (**Ctrl+Click to follow link**)

1. EOTC Event Proposal, Approval and Intentions form (Word 2007 54 kB)

Template form for the Person In Charge, (eg classroom teacher) to complete at the outset of planning an EOTC event.

2. EOTC Risk Assessment and Supervision form (Word 2007 70 kB)

3. EOTC Standard Operating Procedures (Word 2007 49 kB)

4. EOTC Volunteer Assistant Agreement form (Word 2007 5 MB)

Template agreement to be read and signed by all volunteer assistants on EOTC events. These can be kept on file and used for future EOTC events.

5. EOTC Staff Competence Record form (Word 71 kB)

Form for adult participant to fill out explaining their skills and competencies.

6. EOTC External Provider Agreement form (Word 2007 53 kB)

Checklist that schools can send to outside providers to help assess the level of safety management expertise of the provider.

7. EOTC Blanket Consent Form (Word 2007 62 kB)

Template form for parents to sign to provide blanket consent for their child to participate in low risk EOTC activities. Form includes statement explaining what low-risk means.

8. EOTC Parent information letter (Word 2007 41 kB)

Parents should be sent information about EOTC events, especially in the “higher-risk” categories. This information will usually include a cover letter, the parental consent form and medical information form.

9. EOTC Parental Consent (Word 2007 41 kB)

Template form to be signed by parent for individual EOTC events.

10. EOTC Event Prepare and Implement Checklist (Word 2007 47 kB)

Checklist for a school to fill out to show they have an adequate safety management system.

Also to be completed by the EOTC Coordinator/PIC to ensure all planning has been done for the EOTC event.

11. EOTC Transport Plan (Word 2007 41 kB)

12. EOTC Drivers and Passenger Permission form (Word 2007 48 kB)

Template form to be signed by driver students are to be transported to an EOTC event in a private vehicle. Confirms that driver has WOF, registration and licence and which students the driver will be transporting.

13. EOTC Equipment Lists (Word 2007 38 kB)

14. EOTC Emergency Response Guide (Word 2007 66 kB)

Template list to store all applicable emergency numbers. Give a copy to all supervisors during the event.

15. EOTC Incident Report (Word 2007 49 kB)

Form to be filled out if a student or staff member experiences an injury.

16. EOTC Equipment Log (Word 2007 44 kB)

Template form for teacher in charge to fill out and verify that all gear has been returned in good condition.

17. EOTC Event Review (Word 2007 46 kB)

Template form evaluating aspects of the event, to be completed by the Person in Charge.

18. EOTC Health Profile (Word 2007 47 kB)

Template form for parents to fill out with their child's medical information and to provide consent for their child to receive medical treatment and return to school.

Related School Procedures:

- 10 Managing Accidents and Treatment
- 11 Administering Medication
- 20 Physical Restraint of Students
- 26 Transporting Children
- 27 Health and Safety
- 29 Risk Management
- 40 Curriculum Delivery
- 73 Credit Card
- 75 Sensitive Expenditure
- 77 Travel

References or Sources:

- National Administration Guideline 1
- National Administration Guideline 5
- Health and Safety at Work Act 2015
- Health and Safety at Work (Adventure Activities) Regulations 2016
- Education and Training Act 2020
- MoE. (2016). *EOTC Guidelines: Bringing the Curriculum Alive*. Wellington, NZ. Learning Media Ltd. Retrieved from <http://eotc.tki.org.nz/EOTC-home/EOTC-Guidelines>

Whareorino School Management Guide for EOTC Activity Types:

Activity Type	Description	Approval	Parental Consent	Risk Management and Planning	
A	On site: within the school grounds.	(i) Lower risk environments e.g. sports day, horticulture, adventure-based learning activities, painting murals, measuring for mathematics	None required	None required	<ul style="list-style-type: none"> • Current health information • Usual lesson planning
		(ii) Higher risk environments e.g. school pool or climbing wall	Management	Blanket consent	<ul style="list-style-type: none"> • Current health information • Usual lesson planning or generic RAMS, or similar form
B	Off site: short visits in the local community within school hours.	(iii) Lower risk environments e.g. museum, art gallery, botanic gardens, sports and recreation events	Management	None or blanket consent (school decision)	<ul style="list-style-type: none"> • Current health information • Generic RAMS or similar form (used by all staff). • Y0 – 3, 1:6 ratio • Y4 – 6, 1:10 ratio
		(iv) Higher risk environments e.g. aquatic environments (river, beach)	Principal and Board	Separate or blanket consent (school decision)	<ul style="list-style-type: none"> • Current health information • Generic SAP or RAMS or similar form. • Y0 – 3, 1:2 ratio • Y4 – 6, 1:4 ratio
C	Off site: day trips, which extend out of school hours	(v) Lower risk environments – lower technical skills required. e.g. farm visit; day hike in local park or bush; city visit; train, bus or ferry trip; swimming	Principal	None or blanket consent (school decision)	<ul style="list-style-type: none"> • Current health information • Generic SAP or RAMS or similar form. • Y0 – 3, 1:3 ratio • Y4 – 6, 1:6 ratio
		(vi) Higher risk environments – higher technical skills required. e.g. skiing, waka ama, rock climbing, abseiling, swimming in natural environments - (beach, river), sailing, kayaking, high ropes	Principal and Board	Separate consent and risk disclosure	<ul style="list-style-type: none"> • Current health information • Specific SAP, RAMS, or similar form. • Other forms as appropriate • Y0 – 3, 1:2 ratio • Y4 – 6, 1:4 ratio • Suitably Qualified Leader

Activity Type	Description	Approval	Parental Consent	Risk Management and Planning
D	Off site: residential multi-day trips further afield (vii) Lower risk environments – lower technical skills required. e.g. trip to another region; sports tournaments; field trips to urban environments, historic site, and “front country” (having well-formed tracks)	Principal and Board	Separate Consent	<ul style="list-style-type: none"> • Current health information • Specific SAP, RAMS, or similar form. • Other forms as appropriate. • Y0 – 3, 1:3 ratio • Y4 – 6, 1:6 ratio
	(viii) Higher risk environments – more knowledge and/or technical skills required. e.g. field trips into natural water, bush, or alpine environments, or other hazardous environments (such as involving heavy machinery or chemicals); outdoor education camps	Principal and Board	Separate consent and risk disclosure	<ul style="list-style-type: none"> • Current health information • Specific SAP, RAMS, or similar form. • Other forms as appropriate. • Y0 – 3, 1:3 ratio • Y4 - 6, 1:6 ratio • Suitable Qualified Leader

C. Stevenson
 PRINCIPAL

Dated: March 2022

