

# ACTIVITIES, CAMPS AND OFF-SITE LEARNING POLICY

## POLICY OVERVIEW

At Global Village Learning, off-site learning experiences are integral to our day-to-day learning experiences. Off-site learning happens regularly and sometimes spontaneously. Off-site experiences may be small or large. When on off-site learning experiences, our community expectations will continue. Our young people will continue to support each other to take safe risks while exploring the world around them. We encourage our young people to interact with the world around them with curiosity and a sense of play.

### 1. PURPOSE OF THIS POLICY

- 1.1 Global Village Learning (GVL) offers a range of activities, camps, and off-site learning for young people as an integral part of their learning experience.
- 1.2 The activities, camps and off-site learning policy sets out the principles and framework governing GVL's approach to these activities. The policy should be read and understood by all those planning, leading, and participating in such activities.

### 2. PRINCIPLES

- 2.1 Activities, camps and off-site learning arranged by GVL have an educational purpose. GVL believes that these experiences supplement, enrich, and extend young people' learning.
- 2.2 The activities, camps, and off-site learning offered and arranged by GVL are fully integrated within the curriculum.
- 2.3 GVL is committed to ensuring the activities, camps and off-site learning are inclusive; GVL ensures such experiences will increase a sense of belonging for all young people, including those from differing economic, cultural, religious and linguistic backgrounds.
- 2.4 GVL endeavours to maintain a reasonable balance in the activities, camps and off-site learning it offers to young people, bearing in mind the potential impact of such experiences on the taught curriculum, on parents' financial outlay and on the additional contributions made by staff.
- 2.5 All activities, camps, and off-site learning will be age appropriate.

### 3. AIMS OF THE POLICY

- 3.1 To set out the framework within which activities, camps and off-site learning are to be conducted.

#### 4. LEGAL AND REGULATORY BASIS FOR COMPLIANCE

- 4.1 Duty of Care
- 4.2 Education and Training Reform Act 2006
- 4.3 Education and Training Regulations 2017
- 4.4 Victorian Registration and Qualifications Authority Minimum Standards:  
Mandated registration requirements
- 4.5 Child Safe Standards Legislation:
  - a. Child Wellbeing and Safety Act (Vic)
  - b. Ministerial Order 870 January 2016 (Vic)
  - c. Crimes Act 1958 (amended) (Vic)
  - d. Betrayal of Trust Report 2014 (Vic)
  - e. Working With Children Act 2005 (Vic)
  - f. Wrongs Amendment (Organisational Child Abuse) Act 2017 (Vic).
  - g. Equal Opportunity legislation
  - h. Equal Opportunity Act 2010 (Vic)
  - i. Disability Discrimination Act 1992 (Cwlth)
  - j. Disability Standards for Education 2005 (Cwlth).
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  - b. Disability Discrimination Act 1992 (Cwlth)
  - c. Disability Standards for Education 2005 (Cwlth)

#### 5. KEY DEFINITIONS

- 5.1 GVL has a duty of care to ensure the safety and wellbeing of young people. In discharging this duty, the principal, guides, and other school staff are held to a high standard of care regarding our young people. The duty requires the Principal and guides to take all reasonable steps to reduce the risk of harm to young people wherever and whenever the young people is in the care of GVL.

It is reasonable to assert that the duty of care expected of guides on off-site learning experiences exceeds that of the comparatively safe, predictable and familiar school environment.

The duty is non-delegable, meaning that it cannot be assigned to another party.

- 5.2 The legal and regulatory requirements underpinning the Child Safe Standards will continue to be met by GVL in full throughout all such activities:
- a. GVL's duty of care, including GVL's duty to meet the Child Safe Standards as set out in Ministerial Order 870, cannot be delegated
  - b. Parent volunteer helpers [involved in child-related work as defined under the Working with Children Act 2005] must hold a current Working With Children Check and have shared these details with GVL.
- 5.3 All activities, camps, and off-site learning undertaken by GVL require a detailed risk assessment, including contingency planning for emergencies (to be completed in the Compass Student Management System, Event Module). Staff must complete GVL this risk assessment in order for the event to be published.
- As part of the risk assessment, any off-site learning site will be well researched in advance.
- The guide-in-charge of the off-site learning must check the bushfire risk in the activity location and obtain copies of the Emergency Management Plan for bushfire preparedness. Staff involved in the activity should read the Emergency Management Plan for bushfire first aid.
- 5.4 All medical forms, permission forms and information letters must be checked off by the guide-in-charge
- 5.5 GVL has clearly defined procedures for the approval of the different types of activities undertaken by GVL.
- a. Trips and off-site learning experiences involving overnight stays require the approval of the Principal
  - b. The Associate Principal is responsible for overseeing and approving the annual calendar so that GVL's overall camps, off-site learning and incursions program is balanced
  - c. GVL has clear procedures that set out the planning and information required before the activity can be approved. For example, the risk assessment must be completed before approval can be given.
- 5.6 GVL is committed to ensuring that its activities, camps, and off-site learning experiences are inclusive. To that end, GVL will plan activities that are within the financial reach of most families and will seek to ensure that the total financial burden over the lifetime of a young people in GVL is not excessive.
- 5.7 In planning activities, camps and off-site learning, GVL should name the following:
- a. **The guide-in-charge**  
Although it will often be the case that a team of adults is involved in the preparation and supervision of the activity, the principal will nominate one guide as the guide-in-charge with direct responsibility for all aspects of the event, including the safety of young people.

During an overnight or extended activity and when the guide-in-charge is rostered off duty, the role of guide-in-charge may be delegated to another named guide. The guide-in-charge should carry a school mobile phone and charger at all times.

**b. GVL contact person**

The principal is on call for the duration of the activity or event, except as specifically delegated when the contact person is rostered off-duty. Arrangements must be made so that the guide-in-charge is able to communicate with GVL contact person, or as delegated, at all times during the eventz

5.8 The plans for activities, camps, and off-site learning should state clearly the way in which parent communication will take place, both before and during the activity

- a. Parent communication relating to the activity or an off-site learning experience will be channelled through the guide-in-charge so that parents have a single point of contact
- b. GVL will ensure parents have clear information as to the itinerary for the event and the range of activities being proposed. The plans should also include contingency arrangements
- c. Any communication with their parents will be done through the guide-in-charge of the activity or event
- d. For longer trips and off-site learning, arrangements will be made by the guide-in-charge and school reception for real-time communication (usually by SMS) about the expected return to school so that parents are able to make plans for meeting and picking up their children.

5.9 High-risk activities will only be approved where there is a clear educational benefit for young people. High-risk activities will always be voluntary and approved by GVL board before the off-site learning or camp. The principal will ensure that even greater attention to be paid to GVL's duty of care, the risk assessment, supervision, and staff training.

5.10 GVL will obtain the digitally informed consent from parents in advance of any activity, camp, off-site learning activity, or trip and are advised to have clear procedures to manage that process. GVL will ensure that parental permission is obtained from the person or people empowered to provide consent, specifically in cases where the custody and/or care of the young people is shared between one or more parent and/or guardians.

GVL will take all possible steps to ensure consent to attend is received for an activity, off-site learning, or camp. Verbal, and digital reminders will be sent to parents/guardians. If written consent is still not received by the day of an off-site learning, then verbal consent over the telephone will be accepted, but only after parents/guardians are reminded about details of the off-site learning.

In the case of overnight trips, the young people will not be permitted to take part unless digital consent has been received.

- 5.11 The consent form is a legal document. It must be accompanied by sufficient information to indicate that the parent is aware of the nature of the activity and that he or she gives informed consent for the young people to participate.

Parents should be provided with information including, but not limited to:

- a. The educational purpose of the activity or trip, its link to the curriculum and the ways in which it enhances young people learning
- b. The location(s), activities, itinerary being planned, including 'free time' arrangements (if any), contingency plans (when applicable).
- c. Transport details
- d. Sleeping arrangements (where applicable)
- e. Safety information, the management of risks and information relating to any high risk activities
- f. The names of the guide-in-charge and GVL contact person, the number of adults and the supervision arrangements
- g. Behavioural expectations
- h. Clothing requirements, or dress code.
- i. Any part of the trip involving indirect or delegated supervision, or any activities in which young people will be self-reliant
- j. The expected total cost for the trip [and the details of any financial assistance through CSEF which may be available]
- k. Arrangements being made in response to emergencies, including medical care. Recommendations and requirements regarding insurance, vaccinations (as applicable)
- l. The program of preparation for young people

Normally, separate consent forms are required for each off-site learning or camp. If there is a series of activities, or similar activities taking place on a regular basis, one consent form at the beginning of the period can cover these, although, where possible, individual dates should be listed.

- 5.12 The guide-in-charge must have access to up-to-date medical information and an individual health care plan, where appropriate, for each young people. In giving consent to participate in the activity, camp, or off-site learning, parents should be required to confirm that:
- a. The medical information held by GVL is up-to-date
  - b. Medications and instructions for use are provided.
  - c. Dietary requirements (medical rather than food preferences) are specified
  - d. Permission is given for the guide-in-charge to take action in a medical emergency. The information for parents must set out the range of actions and decisions available to the guide-in-charge and how the cost of those will be met.

## 6. SCOPE

The application of this policy is relevant to the Global Village Learning (GVL) Board, principal and to GVL staff, young people and parents involved in planning and participating in activities, camps and off-site learning.

## 7. ROLES AND RESPONSIBILITIES

7.1 **The Global Village Learning Board** is responsible for:

- a. Reviewing and approving the Annual Activities, Camps and Off-site learning Plan
- b. Approving high-risk activities
- c. Ensuring GVL's activities are non-discriminatory and inclusive
- d. The provision of a financial assistance scheme

7.2 **GVL principal** is responsible for:

- a. The preparation of the Annual Activities, Camps and Off-site learning Plan, including information about the ways in which these activities are integral to the curriculum, the groups of young people and staff involved.
- b. Ensuring the Annual Plan takes into account the potential impact of such experiences on the taught curriculum, on parents' financial outlay and on the additional contributions made by staff
- c. The approval of each activity following a review of the detailed planning and risk assessment
- d. GVL's Supervision and Duty of Care policy, including the setting of supervision ratios for different types of activities, camps and off-site learning

7.3 **The guide-in-charge** is responsible for all aspects of the activity, including:

- a. Planning the activity, camp or off-site learning
- b. The risk assessment (via Compass Student Management System)
- c. Young people safety
- d. Overseeing bushfire preparedness
- e. Emergency and contingency plans
- f. Identifying, managing and recording staff training needs
- g. Communications with parents and with the named school contact
- h. Holding young people medical records and individual health plans
- i. Making decisions when an emergency arises, including those relating to the medical treatment of injured and ill young people

- j. Directing supervising staff, including non-teaching staff members and volunteers
- k. Directing any accompanying family members
- l. Making and retaining records of the activity, including, specifically records of phone calls to parents and records of first aid interventions, accidents or other incidents involving staff and/or young people, young people misbehaviour
- m. Providing the General office a final list of young people who will be attending

7.4 **Supervising staff** are responsible for:

- a. Their individual duty of care to young people
- b. Following direction of the guide-in-charge
- c. Supervising young people as directed
- d. Being aware of emergency and contingency plans and their roles within those

## 8. SELECTION OF CAMP VENUES

8.1 Camp venues will be selected on the basis of their safety and suitability for the activities proposed. It is recommended that venues be selected based on the recent first-hand knowledge (for example through an inspection of the site) of at least one member of the planning and supervising staff. All safety requirements will be considered and adequately resolved prior to the camp.

8.2 Criteria for the selection of camp venues should include:

- Health and hygiene
- Buildings and facilities
- Activity equipment and the conduct of activities
- Certification and qualifications of venue staff
- Participant supervision provided
- Risks posed by other users of the site
- Relevant accreditations
- Emergency and risk management plans of venues
- Fire precautions
- First aid facilities
- References from other schools
- Recent first-hand knowledge of at least one member of the planning and supervising staff

## 9. COMMUNICATIONS

- 9.1 Parents/carers should be advised of the telephone numbers (both during and outside school hours) for the designated school contact person in the event of an emergency.
- 9.2 Parents/carers should be advised that during the off-site learning, if parents have reason to believe an emergency may have occurred (such as a media report) they should in the first instance call the contact person and not personnel on the off-site learning as this will keep the telephone lines free at the off-site learning site.
- 9.3 Arrangements for communicating with parents in the event of an emergency, cancellation or recall of the off-site learning must be made.
- 9.4 Consent forms must remain at GVL with the designated school contact person and copies of each form must be taken on GVL camp by the guide-in-charge.

## 10. MINIMIZING DISRUPTIONS OR COSTS TO PARENTS IN THE EVENT OF CANCELLATIONS OR ALTERATIONS

- 10.1 The Principal will inform the parents that any costs associated with the young people returning to school from and off-site learning due to illness or serious misbehaviour are the responsibility of the parent.
- 10.2 Parents should be advised of the possibility of cancellations or alterations and of any cancellation fees imposed on the parents by third parties.
- 10.3 With respect to arrangements between GVL and third parties the Principal will carefully negotiate terms and conditions with third parties (e.g. camp providers, specialist instructors) prior to accepting arrangements.

## 11. STAFFING AND SUPERVISION

The following general minimum guidelines for supervision apply:

- a. There must be sufficient staff to provide appropriate and effective supervision
- b. The experience, qualifications and skills of each staff member (including volunteers, instructors, etc.) to allow them to provide effective supervision in general and for planned activities (as applicable)
- c. For official school off-site learning, they must be under the control of a guide employed by GVL and at least one other off-site learning staff must be present  
**Note:** a guide in charge of an off-site learning cannot delegate his or her duty of care to a young person or non-guide.
- d. The GVL principal will ensure that off-site learning staff have levels of first aid training, which are appropriate to the off-site learning activities and location.
- e. There must be appropriate levels of supervision in view of the activities undertaken and young people involved



- f. The nature and location of the off-site learning must be considered and the activities to be undertaken

## 12. OFF-SITE LEARNING STAFF

- 12.1 Off-site learning staff must be approved by the Principal and Senior Leadership team, must have read GVL adult Code of Conduct and may include:

- Guides employed by GVL

Other adults on a volunteer or paid basis such as:

- Parents or carers
- Education support class officers
- Community members
- Trainee guides

- 12.2 **Off-site learning staff** – who will provide supervision of young people and who are not registered guides:

- Must have a Working with Children Check
- Must have agreed to and are compliant with the Child Safety Code of Conduct

- 12.3 Where approved off-site learning staff who are not guides employed by GVL are in attendance they can be included in the staff-young people ratio:

- For the duration of a specific activity for which they have a designated supervisory responsibility or;
- For the overall staff-young people ratio for the program, where they are on duty and available on the same basis as other staff (usually 24 hours).

**Important:** The specific roles and responsibilities of each staff member (guides, instructors, campsite staff, volunteers etc.) must be clarified and understood by all staff and young people prior to the commencement of an off-site learning.

- 12.4 **Specialist staff**

Where specialist instructors are employed, they:

- Have the necessary skills or qualifications for the activity
- Have appropriate experience for the age and skill level of the young people

**Note:** While specialist instructors have the technical knowledge and expertise to instruct the young people, GVL guides have overall responsibility for the safety and welfare of the young people, even where GVL guides do not directly provide the actual instruction.

### 13. EMERGENCY PLANNING – SCHOOL CAMPS

- a. The guide-in-charge will ensure all young people and adults attending the camp are aware of evacuation and emergency procedures
- b. When staying at a residential campsite, emergency procedures should be explained as soon as practicable after arrival and a trial evacuation exercise should be carried out immediately to ensure that procedures are appropriate and staff and young people are familiar with them
- c. Planning must cover arrangements if the off-site learning needs to be cancelled or recalled for example, due to forecast severe weather conditions or an emergency
- d. Emergency procedures will include the effects of an emergency on young people supervision, in the event of off-site learning staff being required to assist injured young people or to go for help
- e. Young people who may have difficulty communicating in an emergency because of age or disability must wear identity tags on off-site learning
- f. Guides leaving GVL on a school camp must carry a mobile phone, first aid kit and asthma plans, other relevant medication, emergency anaphylactic kits and management plans where applicable
- g. Seat belted buses are required for all camps
- h. GVL board approved off-site learning, including school camps, must have an emergency response plan
- i. Guides must take mobile phones to the camp. The guide-in-charge is responsible for checking if mobile phones are available at the camp

### 14. FIRE DANGERS OR BAN

- a. Risk assessments will be undertaken for bushfire in the activity location
- b. Principals may need to review planned off-site learning ahead of forecast days of significant fire risk or total fire ban days and liaise about whether the off-site learning should be cancelled
- c. If an off-site learning is not cancelled, special fire safety precautions may be required, depending on the location
- d. When required, schools must follow their Emergency Management Plan and GVL Emergency Management (bushfires) procedures for off-site activities for all off-site learning

### 15. FIRST AID AND MEDICATION

- a. At least one staff member responsible for each group of young people must have first aid qualifications
- b. The guide-in-charge will ensure that young people medications, permission medical forms are always available at the site and that all camp staff are aware of special medical issues, medication requirements, or special dietary needs of any young person or staff member if appropriate



- c. One staff member will be designated to take responsibility for administering young person medication if required (following consultation with parents/carers and/or appropriate medical practitioners). Taking of medication will be noted on Compass as per regular procedure.
- d. GVL will provide a first aid kit appropriate for each camp location as well as asthma plans and emergency asthma and anaphylactic kits and management plans where applicable. The guide-in-charge is responsible for collecting these prior to leaving.

## 16. YOUNG PEOPLE'S BEHAVIOUR

- Parents will be notified if a child is in danger of losing their invitation to participate in an off-site learning due to poor behaviour at school. The decision to exclude a young people will be made by the Principal, in consultation with the classroom guide and guide-in-charge
- Young people and their parents/carers need to be made aware that acceptable standards of behaviour will be expected during a school camp
- Behaviour Expectations apply to young people on school camp consistent with GVL's Behaviour Management policy
- In extreme cases, young people may be sent home from an off-site learning/camp at the cost of the parents.

## 17. OFF-SITE LEARNING NOT INVOLVING ADVENTURE/PHYSICAL EDUCATION ACTIVITIES

- 17.1 An off-site learning is defined as an activity organised by a school whereby young people leave GVL grounds for the purpose of engaging in educational activities (including camps, adventure activities and sport). It does not include work experience
- 17.2 Significant factors in determining what constitutes adequate supervision include the age, maturity knowledge of behaviour of groups from previous experience of the young people, the nature and location of the off-site learning and the mode of transport required. GVL understands its duty of care that requires it to ensure that young people are appropriately supervised during the activity, camp, or off-site learning.
- 17.3 Guide : Student ratios for off-site activities and camps.
  - **For local day off-site learning:** the minimum requirement is one off-site learning staff per ten young people (1:10).
  - **Base camps in residential premises or under canvas:** the minimum requirement is one off-site learning staff per fifteen young people (1:15).

- **For local study camps in residential premises:** the minimum requirement is one off-site learning staff per fifteen young people (1:15).
- **For local and interstate tours:** the minimum requirement is one off-site learning staff per fifteen young people (1:15)

## 18. ADVENTURE ACTIVITIES

18.1 An adventure activity is an activity that involves greater than normal risk, which may include:

- Travel into a relatively undeveloped area of the country in which vehicle contact is difficult and/or uncertain
- Confrontation with natural environmental challenges requiring greater reliance upon personal resources than would normally be required in day-to-day life
- Less than normal contact by person or telephone, with medical and other public services available in normal day-to-day life
- Exposure to the natural elements with less than normal protective protection provided in day-to-day life

18.2 **Adventure activities as listed in the Safety Guidelines for Education Outdoors**  
(*Department of Education and Training*)

- Abseiling
- Artificial climbing and abseiling walls
- Base camping
- Bush walking
- Canoeing/kayaking
- Cross country skiing
- Cycling
- Horse riding
- Orienteering
- Rafting
- Rock climbing
- Ropes courses
- Sailing
- Scuba diving
- Snorkelling
- Snow skiing
- Water skiing
- Wind surfing

## 19. LINKS TO OTHER POLICIES

- 19.1 Supervision and Duty of Care Policy
- 19.2 Child Safety Policy
- 19.3 Behaviour Management Policy
- 19.4 Student Code of Conduct
- 19.5 Staff Code of Conduct
- 19.6 Student Wellbeing and Engagement Policy
- 19.7 First Aid Policy
- 19.8 Distribution of Medicine Policy
- 19.9 Asthma and other serious illness Policy
- 19.10 Emergency Management Policy
- 19.11 Bushfire Preparedness Policy

This Policy must be complied with at all times. Failure to comply with this Policy may lead to disciplinary action including termination of employment or engagement. Serious cases may result in legal proceedings or referral to appropriate authorities.

### Details

<b>REVIEWED</b>	May 2024
<b>MAINTAINED</b>	Global Village Learning Board
<b>RATIFIED</b>	
<b>NEXT REVIEW</b>	2026