

## POE108 Andrew Sutton, Assistant Headteacher (Primary)

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Senedd Cymru | Welsh Parliament

[Bil arfaethedig – Bil Addysg Awyr Agored \(Cymru\)](#) | [Proposed Outdoor Education \(Wales\) Bill](#)

Ymateb gan Andrew Sutton, Assistant Headteacher (Primary), | Evidence from Andrew Sutton, Assistant Headteacher (Primary),

Are you (your organisation) currently a provider of outdoor education?: No

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### Your opinion

How important is outdoor education to children and young people's overall education and development?

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Very important

What are the main benefits to children and young people from having a residential outdoor education experience?

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Independence.

Development of relationships with other trusted adults.

Development of risk taking.

Understanding of the wider world and activities that are available to them.

Understanding of importance of ecological benefits.

Quite often they try new food!

Development of personal goals.

Should children and young people have a guaranteed opportunity to participate in a residential outdoor education experience, at some stage during their school years, if they wish to?

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Yes

Should an opportunity to participate in a residential outdoor education experience, at some stage during their school years, be free of charge on one occasion to pupils?

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Yes

What are the main barriers which you believe currently exist to children and young people accessing residential outdoor education experiences?

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Financial constraints; Child anxiety / uncertainty;

Equality Considerations: Could the proposed Bill have any positive impacts on some children and young people in particular? If so, who and why?

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IT would provide equity of experience to those who can not afford it at the moment.

Equality Considerations: Could the proposed Bill have any negative impacts on some children and young people in particular. If so, who and why? What could this Bill do to mitigate any negative impacts?

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Children of teachers - these trips will need to be staffed and therefore parents (teachers) will be having time away from home.

If the residential trips are paid for then a majority of pupils would likely attend. However, this would leave a very small minority of pupils who won't go on the trip due to anxiety etc as small percentage of those that have missed out.

What age do you believe is most suitable for children and young people to be offered an opportunity to undertake a residential outdoor education experience?

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Year 6 (age 10-11)

Is four nights/five days the best length for a residential outdoor experience?

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No

Please explain your answer and highlight any possible implications from having a standard approach of four night/five day experiences (whether positive or negative).

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These trips needs to be staffed, and currently this is done on a voluntary basis. There will need to be discussion with teaching unions and probably changes to the burgundy book. Anxious children may be convinced by the two nights away (I always sell this as you see parents on Wednesday, you see them on Friday, so it's only Thursday that you are away from them).

Do you agree there is a need for legislation to ensure all children and young people are given an opportunity to access a residential outdoor education experience, at some stage during their school years?

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Strongly agree

Is there anything else you would like to say about this proposal?

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You want to make the provision statutory. However, currently, when running these trips all staff attend voluntarily as there is no means to remunerate staff for their 'extra' time. How do you propose to square this issue within the Teacher's Pay and Conditions?

You want to make the provision for 4 nights and 5 days. I currently take children from the age of 7 - 11 on a 2 night / 3 day course and everyone returns home shattered! Again, there are currently no details on how staff might be remunerated and - in some cases - how these residential might be staffed by the school at all. I've always, for example, found it very easy to go on a residential trip, but now, with an 18-month-old at home and a wife that works full time, too, things are a little more awkward to sort out. How can schools meet a statutory obligation if school staff simply cannot give up the necessary time to accompany the children?