

St. Luke's Educational Visits Policy

Policy agreed: Monday 1st February 2016 and reviewed annually

Aims of policy and henceforth, all educational visits

St Luke's Primary School wholly complies with the DFE's "Health and Safety of Pupils on Educational Visits". Our overall aims are that all visits from school should:

- Be safe
- Be Educational: promotes and enhances learning
- Give opportunity
- Be enjoyable

Rationale

Well planned and executed educational visits provide our pupils with valuable experiences which enhance their learning at school. Providing a variety of 'real-life' opportunities for our children enables them to achieve a fuller understanding of the world around them through direct experience. Purposeful educational visits will have a clearly defined educational objective and will provide stimulus and support to work being covered as part of the school's curriculum. It may be that a visit provides an effective stimulus at the start of a unit of work. Alternatively teachers may decide to use an educational visit at any time during a project to enhance and support the curriculum. Wherever or whatever the venue, teachers should ensure that the educational benefits to the children are maximised. As a minimum we expect children to have two trips per term, one of which should take them out of their local area.

Planning educational visits - factors to consider:

The organisation of an educational visit is crucial to its success. With rigorous planning, organisation and control, a visit should provide a rich, learning experience for the pupils. Whether the visit is to a local park, museum, swimming pool, or includes a residential stay, it is essential that careful planning takes place. This involves considering the dangers and difficulties which may arise and making plans to avoid them. The following guidelines support the planning and implementation of educational visits organised by the staff of St Luke's Church of England Primary School.

Parents – information and consent

Parents should be given information about the purpose and details of the visit at least two weeks in advance. Parents need to be aware that the teachers on the visit will be acting in their place – 'in loco parentis' – and will be exercising the same care that a prudent parent would. For residential trips, parents will be invited to a briefing session. Special arrangements may be necessary for parents for whom English is a second language.

Parental consent

Routine visits in the locality of the school are covered by the parental consent on the Admissions Form. St Luke's Church of England Primary School will seek consent for all other visits. A parental consent form must be returned for each child in the group. In special circumstances then verbal consent maybe accepted. If parents wish to withhold consent, they will be invited to meet with the Assistant Head-teacher or Head teacher to discuss their concerns. If consent is withheld, the pupil will not be taken on the visit but the curricular aims of the visit will be delivered to the pupil in some other way, wherever possible. If the parents give a conditional consent the Head teacher will need to consider whether the child may be taken on the visit or not.

Risk Assessments

A risk assessment will be carried out at least two weeks in advance of the visit to identify hazards. The risk assessment will need to consider who may be affected by any hazards identified and then what steps can be taken to reduce the risks to an acceptable level. The risk assessment should also think through "Plan B" scenarios. Risk Assessment forms and the Educational Visits Checklist are available from the Educational Visits Folder in the School Office or the school's internal shared system and are also attached to this policy in Appendices B and C. The Risk Assessment should be discussed with and authorised by the Head teacher in advance of the day of the trip. The headteacher reserves the right to cancel a trip

even on the actual day, if a risk assessment has not been discussed and authorised. It should be signed by the lead adult attending the trip and placed in the Educational Visits Folder in the School Office.

First Aid

First Aid provision should be considered when assessing the risks of the visit. For most trips, a qualified first aider will attend the trip. This decision will be informed by the risk assessment undertaken. First aid kits must be taken on all visits. If the visit involves splitting into groups, a kit must be taken for each group.

Staffing Ratios

It is important to have a sufficient ratio of adult supervisors to pupils. The following ratio of adults to children is recommended:

Nursery and Early Years 1:3

Key Stage One 1:8

Key Stage Two 1:10

In practice, the ratio should be determined by factors such as type of activity, any SEN or medical needs, experience of the staff, venue, transport and weather conditions. Whatever the length and nature of the visit, regular head counting of pupils must take place. The Visit Leader should establish rendezvous points and tell adults and pupils what to do if they become separated from the party.

Use of public transport

An aspect of a trip carrying the highest level of risk is the use of public transport. The Visit Leader must exercise extreme care when the children are getting on and off public transport. It is important to remember that safety is paramount, time is not. It is better to return to school safely but a little late, than to rush and something happens.

We expect children in the Early Years and Key Stage 1 to wear high viz vests over their coats for the duration of any travelling. If you are travelling with pupils or staff who require a wheel chair, make sure that you make arrangements in advance with Transport for London, for ramps.

Before boarding public transport the Visit Leader must line the group up. A head count must be undertaken. All group leaders need to communicate with the Visit Leader that they are ready to board the next bus/train that comes along. Once the transport arrives, the Visit Leader must remain on the platform/pavement until all groups have boarded and each group leader has indicated that they are all on safely. Only then, will the Visit Leader board themselves. For trains the Visit Leader may need to 'prep' the platform staff. For Buses, the Visit Leader may need to prep the driver. Failure to exercise this level of care must be reported to the headteacher and may result in disciplinary action.

Preparing Pupils

Providing information and guidance to pupils is an important part of preparing for a school visit. Pupils should have a clear understanding about what is expected of them and what the visit will entail. Pupils must understand what standard of behaviour is expected and why rules must be followed. Lack of control and discipline can be a major contributory factor when accidents occur. Pupils should also be told about any potential dangers and how they should act to ensure their own and other's safety. Pupils should be involved in planning, implementing and evaluating their own curricular work and have opportunities to take different roles within an activity. This could include considering any health and safety issues. If there is the possibility that a pupil may be excluded from the visit due to behaviour issues, a meeting must be arranged with the Head teacher in advance of the risk assessment being submitted to discuss concerns and agree what action is to be taken. Unless the trip requires 'outdoor/special clothing' to go on a trip children must be wearing full school uniform.

Pupils with special educational and medical needs

The Head teacher will not exclude pupils with special educational or medical needs from school visits. Every effort will be made to support them whilst maintaining the safety of everyone on the visit. Special attention will be given to appropriate supervision ratios and additional safety measures which may need to be addressed at the planning stage.

Types of Visits

Adventurous Activities

For more adventurous activities the school will not be the lead but work under the direction of the qualified body responsible for these activities. Pupils should be assessed to ensure that they are capable of undertaking the proposed activities. During the visit, they should not be coerced into activities they fear. Pupils whose behaviour is such that the Visit Leader is concerned for their or others' safety, should be withdrawn from the activity.

Residential Trips

Residential trips will be planned well in advance and arrangements will be overseen by the Health and Safety Manager. Parents will be invited to a briefing session to discuss the details of the trip and to meet the staff attending. The Visit Leader should be an experienced, senior member of staff. Residential trips must be approved by the Governing Body and by the LEA via the EVOLVE system. Approval will be arranged by the Health and Safety Manager.

Coastal visits

Group leaders and other teachers should be aware that many of the incidents affecting school children have occurred by or in the sea. There are dangers on the coast quite apart from those incurred in swimming. Swimming and paddling in the sea or other natural waters are potentially dangerous activities for a school group. Swimming in the sea on a coastal visit will not be allowed. Paddling will only be allowed as part of a supervised activity and only in recognised bathing areas which have official surveillance. Pupils should always be in sight of their teachers. One teacher should always stay out of the water for better surveillance.

Water Margin Activities

Where pupils might participate in learning activities near or in water, such as a walk along the riverbank, collecting samples in ponds or stream or paddling in shallow water, then the guidance contained in the DCFS 'Group Safety at Water Margins' will be followed.

Farm visits

St Luke's Church of England Primary School recognises that farms can be dangerous even for the people who work there. Taking children to a farm will be very carefully planned. The risks to be assessed include those arising from the misuse of farm machinery and the hazards associated with E coli food poisoning and other infections. The proposed farm will be checked to ensure that it is well managed, that it has a good reputation for safety standards and animal welfare and that it maintains good washing facilities, clean grounds and public areas. An exploratory pre-visit must be carried out pre writing the risk assessment.

Roles and Responsibilities

The Governing Body

The Governing Body will approve the Educational Visits policy and will ensure it is reviewed annually. The Governing Body will approve residential visits.

Head-teacher

Calum Howard, the Head-teacher, will ensure that a Educational Visits Co-ordinator is appointed. The Head-teacher will ensure suitable Visit Leaders are appointed. The Head teacher will sign off all Risk Assessments.

Educational Visits Co-ordinator (EVC)

The Educational Visits Co-ordinator has been trained by the LA and is responsible for ensuring visits comply with LBR's "Requirements for Educational Visits 2008" document. The EVC will oversee arrangements for residential visits and will ensure all approvals are received including the approval of LBR via the EVOLVE system.

Visit Leader

There will be a named Visit Leader who is responsible overall for the supervision of the visit and will be appointed by the Head teacher. This will usually be a Senior Teacher or class teacher. The Visit Leader is responsible for ensuring a pre-visit is carried out and that a Risk Assessment is completed and approved by the Headteacher at least two weeks in advance of the visit. The Risk Assessment will include the ratio of adult to children supervision and the number of first aiders or appointed persons needed. Visit leaders are asked to demonstrate how the children will be grouped and with whom at the point that they are seeking authorisation for the Risk Assessment. The Visit Leader will brief all staff and helpers involved in the visit and they will all sign the back of the Risk Assessment. The Visit Leader is responsible for ensuring the mobile phone, first aid kit and pupil medication are taken on the visit.

Other teachers and staff involved in a visit

Teachers and staff on school-led visits act as employees of the LEA and will, therefore, be acting in the course of their normal employment during their normal hours. They will be acting under an agreement with their Head teacher and Governors if some of their time on the visit falls outside normal hours.

Parent Helpers

Teachers are encouraged to take Parent helpers on Educational Visits. If parents are attending they will be asked to attend a briefing with the Visit Leader before the visit when they will sign the Risk Assessment and be given a written list of the children in their group. All helpers must be List 99 checked and this needs to be done during the week before the trip is due to happen. It cannot be left until the actual day of the trip. Visit leaders need to notify the office of who the parent helpers are at the point that the risk assessment is being submitted for authorisation. Those helpers who are not DBS checked will not be alone with children and must be guided by school staff at all times.

For more information regarding Educational Visits please see:

(1) The Educational Visits folder which is kept in the School Office and contains:

• The Educational Visits Policy

• Risk Assessment and other forms such as the Green Cross Code

• DFEE's "Health and Safety of Pupils on Educational Visit'

(2) The Educational Visits Pack which has been issued to all Year Group leaders. A copy is kept in the School Office.

Appendix A

RISK ASSESSMENT FORM

Curriculum Link:

Destination:

Date of Trip:

DEPARTURE TIME: RETURN TO SCHOOL TIME:	Names of Adults attending (name of first aiders): Name of Parents attending:
Route and Destination including bus number, route walked, tube station where you are departing from, tube line, interchanges, tube station	Has the school kitchen and packed lunches been arranged?
Have you made an initial visit? Yes [ ] No [ ] Date of initial visit: If you are unable to visit, please ring the venue and ask for their own Risk Assessment to support this one. Have you obtained a map of the venue? Where are the toilets located? Where are the drinking fountains located? Where is the lunch room located?	
Hazard Identified (potential to cause harm) Pavements Traffic Allergic reactions and known medical conditions Bus stops. Buses Tube/DLR stations, Tube/DLR platforms, Tube carriages Strangers/abductors Coach accident Traffic accident	Route and estimated times of location
Persons at risk: Children Staff Children with specific medical needs	Names and Needs:
Current Controls (including legal compliance) Permission slips from parents Adult child ratio adhered to: EYFS 1:3. Coach 1:10 KS1 1:8 minimum KS2 1:10 Safety walking in pairs Children wearing St Luke's hi vis vests A staff member on the trip has travelled the route previously and visited the destination. Children's medicines taken e.g. asthma pumps. First aid kit taken Mobile phones and phone numbers left in office. Detail of route and destination listed	**Procedures for crossing the road** a) When crossing roads, safe crossing places will be used wherever possible. b) If zebra or pelican crossings are used, an adult will proceed to the centre of the crossing only when vehicles in both directions have stopped and the teacher in charge will lead the children across the road. c) Deploy adults to the front, rear and middle of group. d) If a pelican crossing is being used, a judgment has to be made on whether to cross in smaller groups. e) The teacher in charge must be leading the group at all times with a member of school staff at the back of the line f) Whilst walking on the footpath, adults should be closest to the hazard e.g. the roads
Procedure for deploying adults during the journey a) The lead teacher must lead the group at all times b) A member of school staff should be at the rear of the line	**Procedure for getting on/off the bus or the train** a) Teacher in charge lead the children into the bus/train b) Children should sit down if seats are available c) Children who are standing must hold on to the rails

c) Deploy adults to the front, rear and middle of the group	d) Two members of staff to complete a head count once everyone is on e) Check the bus/train before leaving, ensure all children have exited safely f) Two members of staff to complete a head count once everyone has disembarked
Procedure for taking children to the toilet a) Only member(s) of staff must supervise children in the toilets b) Small groups should go into the toilets at one time c) Parents or volunteers must not be left alone with children in the toilets at any time d) Children new to the English language should be shown how to use the lock on the toilet door e) A child must not be left unsupervised in the toilets at any point	**Procedure for the end of the trip** a) Once the trip has ended, call the school to inform the office that the group has left the venue b) Call the school to give an update of the progress of the journey – inform school if there are any unexpected delays. c) Provide an estimate return time d) Call the school once off the last train or bus e) The teacher in charge should lead the group back to school throughout the journey with a member of school staff at the back of the line
Procedure if somebody is sick whilst out of school a) One adult to escort child to hospital or return child to school b) Inform school who will contact parent/carer c) Remain with them until parent/carer arrives 8. Procedure if a child is lost whilst out of school a) Inform establishment that is being visited b) Inform Police c) Inform the school	**Procedures if somebody need to go to the hospital** a) One adult to escort child to hospital b) Inform school who will contact parent/carer c) Remain with them until parent/carer arrives
Procedures for a coach accident a) contact emergency services b) Inform school of injured children/adults c) School to inform parents of injured children/adults first then other children.	**Procedures for a road traffic accident.** a) Discuss with children the importance of standing on the pavement furthest away from the road b) Go over 'Green Cross Code'
Dealing with children with specific needs a) Allocate specific adult where necessary to ensure child has appropriate support and supervision with regards to Health and Safety.	**Action Required** • Safety talk given – stranger danger/lost/walking • Safety talk given to parents and volunteers • Adult child ratio adhered to • First aid bags checked and refilled where necessary • Sick bags and bin liners taken • Mobile phone numbers left in office • Mobile phones on LOUD and checked regularly • Permission slips collected and collated. • Class list and number of children going left in the office • List of children left behind- and which classes they are in. • Route and destination given to office. • St Luke's Church of England Hi Vis vests worn by children
Groups for trips	
Adult/mobile Name of Children	Adult/mobile Name of Children
Adult/mobile Name of Children	Adult/mobile Name of Children

Adult/mobile Name of Children	Adult/mobile Name of Children
Final Assessment of Risk (tick as appropriate) [ ] Low [ ] Medium [ ] High [ ] Very High	
Name of trip leader: **Signature:** **Date:**	**Head-teacher: Calum Howard** **Signature:** **Date:**

Appendix B: Key steps to ensure a successful trip for a Visit Leader

At the start of each term

□ Plan where you would like to take the children when you are finalising your medium term planning.

□ Contact the venue of choice to check availability.

□ If there is availability make a tentative booking pending authorisation from the headteacher.

□ Complete a purchase order with the office and submit to the headteacher to get authorisation for the booking.

□ Once authorisation received, make booking.

A month before going on the trip

□ Write to the parents and carers of the children in your class informing them of the visit that you have planned, let them know the educational objective, notify them of any cost to be incurred and invite a voluntary contribution up to the amount by a certain date.

□ Undertake a visit to the venue to inform your risk assessment. Even if you have been there before this is important particularly if you are taking public transport. This is because of issues such as closed stations, diversions, closed pavements due to road works etc. Also if you are anticipating being out for the whole day you will want to know how many children need a school packed lunch and how many will bring their own. You will also want to consider whether you need a First Aider with you or not.

□ Draft the risk assessment, taking time to decide how many adults you require and submit the Risk Assessment for approval from the headteacher. You may find that grouping the children now helps you to anticipate the need for more staff, so use of Appendix C at this stage could be helpful.

□ Indicate on the risk assessment how many adults are school staff and how many are parents.

□ Inform the office of the parents who need to be list 99 checked.

□ Plan a meeting with the parents to talk them through the trip and what you need them to do.

□ Discuss the trip with the children. Use Google Maps for example to show them where they will be going. Involve them in preparing for the trip. They could make a leaflet. They could do their own risk assessment....

□ Inform the Catering team that you will be going on a trip and how many packed lunches you will need.

□ Apply for travel costs.

On the day before the trip

□ Check that all of your adults can still make the trip.

□ Check Transport for London's website for any last minute travel arrangement updates.

□ Make sure you have enough First Aid bags.

□ Make sure you have a sheet with all of the groupings, mobile numbers etc. – See Appendix C for an example.

□ If you have any children who require daily medication, make sure they have enough in school to take on the trip.

On the day of the trip

□ Make sure everyone has enough battery on their phones for the day.

□Adhere carefully to the risk assessment and seek to enjoy the day!