



FEDERATION EDUCATIONAL VISITS POLICY

Statement of Values

At Heathland School we believe that educational visits off site are important because they;

- allow children to enjoy experiences they are not able to access on the school site;
- provide a springboard for cross curricular learning and a memorable experience to launch new topics
- Involve children in the local community.

Aims

- to develop knowledge, skills and understanding in various areas of the curriculum;
- to build on knowledge and skills developed in the classroom;
- to involve the children in the local/national community
- to enable children to experience the world beyond school

Equal Opportunities

All visits have clearly defined educational aims which are appropriate to the group in general and to individuals within the group specifically.

Full account will be taken of the individual differences of children including cultural background, ethnicity, abilities, age and gender.

All visits are planned with full consideration given to accessibility for people with disabilities.

Monitoring

This policy is monitored by the governors in liaison with the Head Teacher.

FEDERATION EDUCATIONAL VISITS POLICY

This guidance takes into account the current advice from the LEA (Requirements for Educational Visits 2007).

Responsibilities

Overall responsibility for visits lies with the LA, however all persons involved have specific responsibilities.

The **Governing Body** ensures that it complies with the recommendations in paragraphs 19 and 20 in the DCSF document Health and Safety of Pupils on Educational Visits (HASPEV) and its related supplements.

The Governing Body has delegated the responsibility for approval of all educational visits to the Head Teacher except those for which a separate form needs to be submitted to the LA for approval.

The **Head teacher** ensures that all visits comply with LA regulations and guidelines and the school's health and safety policy. He ensures that he is fulfilling the guidance set out in paragraphs 21-23 in HASPEV and the related supplements. All visits are approved by the Head Teacher, aided by the EVC. The head teacher makes sure the Educational Visit Checklist, form EV5 (appendix) have been completed and that the visit leader has been appropriately trained and inducted.

Any visit overseas, residential or involving an adventurous activity must be approved by the LEA on form EV2 (appendix).

The **Educational Visits Coordinator** is involved in the planning and management of visits and is responsible for the following:

- updates the policy and guidance according to current legislation and attends training as appropriate;
- keeps records of all visits on form EV1(appendix), including consent forms, accidents and near misses and makes these available to the LA where requested;
- ensures all the LA guidance, DCSF guidance and the school policy and guidance are available for staff to access;
- reviews systems and procedures and makes changes as appropriate;
- organises emergency arrangements for each visit including contact numbers;
- organises thorough induction and training of leaders and other adults taking part in specific visits;
- assigns a competent person to lead a visit (see section F of Harrow Requirements)
- Seeks advice from the LA when necessary.

The Group Leader

School visits are generally planned and managed by Team Leaders in liaison with the Educational Visits Coordinator. In our school the Team Leader will have overall responsibility for the organisation, supervision and conduct of the visit, including health and safety even if a more senior member of staff is also accompanying the visit.

The Team Leader needs to:

- gain prior approval from the Head Teacher to take children off site;
- complete the relevant proforma describing the details of the visit, including the educational visits checklist;

- carry out an event specific risk assessment for the visit;
- ensure parents and staff are briefed as to our expectations of them – see appendix;
- ensure all adults have a list of all the groups for reference and the contact number of the group leader and school.
- ensure s/he has a copy of EV7 which is the emergency card for Group Leaders.

Other members of teaching staff

All teachers on a visit have a duty of care over the children and should pay due regard to their health and safety. They follow the instructions of the group leader and help control and discipline children as they would in school. Teachers have responsibility for their class even if some are in the care of the parent helpers.

The class teacher is also responsible for head counting children in the class at relevant points.

The class teacher helps the group leader select parents to accompany a visit and does so in terms of ability to fulfill the responsibilities outlined below.

Adult volunteers

Parents and other adult volunteers, including students, must be CRB checked. The number is found on the central register.

In addition, they are selected according to their perceived or known ability to do their best to ensure the health and safety of their group and to help with control and discipline. They must also be able to follow the instructions of the group leader and tell the group leader if they have any concerns with health and safety or anything else.

Volunteers are not given children to look after who may be challenging in any way e.g. behaviour or medical need. In addition, volunteers are not left in sole charge of children.

Parents are briefed about their roles and responsibilities before a visit takes place (see appendix).

Children

Teachers talk to the children about the purpose of the visit and the programme of the day. The behaviour that is expected of them is explained as are any potential dangers. They are told what to do if they get lost.

Charging for visits

Refer to school charging and remissions policy.

Food and Drink

When on school trips children are often using more energy than on a typical school day and will need more of the right kind of food to sustain their concentration throughout. Parents should prepare a healthy and nutritious lunch for them in a disposable bag with their name clearly labeled.

Special diets and allergies

A number of children may have allergies or some pupils may require special diets. In this case parents should be urged to be responsible in ensuring that packed lunches are as healthy as possible. For these reasons pupils are also permitted to swap food items.

Emergency Procedures

Emergency procedures are an important part of planning a visit.

Teachers in charge of pupils have a common law duty to act as a reasonably prudent parent would.

The **Group Leader** takes charge in an emergency and ensures emergency procedures are in place. All those involved in a trip should know who will take charge in an emergency. Before the visit the group leader ensures she has EV7 (appendix) including the school contact details and school has mobile numbers of several adults in the party. School contacts the parents, LA and media as appropriate if an emergency occurs.

If an emergency occurs the Group Leader needs to:

- establish the nature and extent of the emergency;
- ensure that all the group are safe and looked after;
- establish the names of any casualties and get medical help for them;
- ensure that a teacher accompanies casualties to hospital and that the rest of the group are adequately supervised;
- inform the school contact;
- complete an accident report form as soon as possible;
- note down witness details if appropriate;
- record all the events;
- remember not to discuss legal liability or speak to the media.

Farm visits/Visits involving the handling of animals

If you hope to run a farm visit please let the EVC know as soon as possible.

During visits involving the handling of animals teachers' pay particular attention to:

- children not putting animals near their faces;
- children not putting hands in their mouths after they have touched the animals;
- they need to wash their hands before they eat and at the end of the animal contact session.

First Aid

All visits are accompanied by a member of staff who has a required first aid qualification. The level of provision is based on a risk assessment. We try to ensure that a fully trained first aider accompanies visits, however an Appointed Person First Aid Certificate may be deemed as suitable for routine local visits.

We take a suitably stocked first aid kit and record all accidents as we would in school.

As recommended by the Health and Safety Executive, the minimum contents of our first aid kit, where no special risk has been identified is:

- A leaflet of general advice on first aid
- Six individually wrapped sterile adhesive dressings
- One large sterile unmedicated wound dressing approx 18cm by 18cm
- Two triangular bandages
- Two safety pins
- Individually wrapped moist cleansing wipes
- One pair of disposable gloves
- Medical supplies for specified children
- Children who suffer from travel sickness must take appropriate medication prior to the and consult welfare staff

Head counts

We check that all pupils are present at key points during a visit e.g. whenever we have moved or are about to move a large group. Class headcounts are the responsibility of the class teacher and any problems are reported to the group leader.

In addition, class teachers ask supervisors to count the children in their group frequently and report any problems to them.

A list of all the groups is held by the group leader and the head teacher at school.

All the children wear an identification badge/card with the school name and telephone number (not individual names). The children also wear school uniform on all visits to aid identification.

Insurance

Visits are covered by LA insurance (see section K of LA guidance for details).

LA insurance for pupils is limited to standard public liability cover (also known as third party cover). There is no personal accidental cover for pupils. If the group leader thinks additional cover is needed then s/he should see the head teacher.

When hiring coaches the group leader/office checks that the company has appropriate insurance. If a teacher is using his/her own car then the group leader informs the head teacher so that he/she can check the car owner has the appropriate insurance for use of his/her vehicle on school business.

Parental Consent

Parents' consent is required for any child to go on a school visit. Parents give their consent for local visits, which may take place at any time, when their child is admitted to the school. Other visits require separate parental consent. If parents do not consent then their child may not go on the visit. If the parents give conditional consent the head teacher needs to consider whether or not the pupil may be taken.

The consent form should contain;

- the aims of the visit;
- a list of the venues to be visited;
- details of transport arrangements;
- an outline of the activities to be undertaken;
- details of the supervision arrangements.

The consent forms are kept by the EVC.

Activities are not and must not be undertaken unless prior consent has been obtained from parents. For example, we do not suddenly decide to take the children to the play area in the park next to the zoo if we haven't already told the parents on the consent form that is what we are going to do.

Pupils with SEN

Teachers are aware of the medical and behavioral needs of the children in his/her care. These needs, which may present issues in terms of supervision or the adaptation of activities, are taken into account at the planning stage of the visit and when carrying out the risk assessment. The group leader asks individual teachers, the Inclusion Coordinator and parents about the particular needs of the children if they are unsure.

Ratios

We ensure there is an appropriate supervision level at all times.

Adult to pupil ratios take into account:

- the age and ability of the group;
- pupils with SEN or medical needs;
- the behaviour of the pupils;
- first aid cover;
- the nature of the visit and the venue;
- the experience of the adults in off-site supervision;

- the time of year and weather conditions ;
- the likelihood and consequences of any reasonably foreseeable changes.

Generally we recommend a ratio of **1 to 4 for Reception to Year 3, 1 to 10 for Year 4 to Year 6** and a higher ratio of **1 to 2 for Nursery**.

The adult to child ratio is approved by the EVC and the head teacher through the planning form. The group leader is not counted in the ratios as she is not expected to have a group on the visit.

Risk Assessment

Risk assessment is nothing more than a careful examination of what could cause harm to people, together with an identification of control measures necessary in order to reduce risks to a level which is deemed to be acceptable (low) by the person undertaking the assessment.

Risk assessment does not need to be complex but it does need to be comprehensive.

A copy of the event specific risk assessment is given to all adults supervising the visit and the Head Teacher. Relevant aspects should also be shared with the children.

There are three levels of risk assessment:

1. Generic

This is guidance that remains constant regardless of the nature of the visit e.g. school policies, LA Guidelines

We also have generic risk assessment for routine activities e.g. transport and particular venues. If a visit takes place frequently then we will do a generic risk assessment for that e.g. park.

2. Event Specific

This considers specific hazards relating to a visit not covered in the above. It takes into account the venue, activities, group and transport. These hazards are recorded on form EV5 (appendix) and identify the hazards, who might be affected by them and the measures in place to control the risks. The risk assessment is approved by the EVC before the visit can go ahead.

3. On-going

Risks should be monitored throughout the visit, and where appropriate activities modified or curtailed to suit the circumstances. Ongoing risk assessment is the responsibility of all involved in the visit, not just the leader.

The group leader evaluates at the end of each visit and makes appropriate changes to the risk assessments for future years.

Transport

Transport is chosen on the basis of suitability for the visit.

We generally travel on foot or by coach.

When traveling by coach we book with a reputable company which has the appropriate PSV operators' license. If any of the group uses a wheelchair then the group leader/ office arrange appropriate transport.

Seat belts should be fitted in **all** coaches. These should be worn at all times. No child should travel in a coach without a seat belt on. If there is a defective seat belt we leave the seat free. An adult should not sit in this seat either. If there are no other spare seats contact the Head Teacher for advice about alternative means of transport. Seat belts do not need to be worn on public buses or trains. It is the responsibility of the group leader (delegated to the leader of each coach) to ensure everyone is wearing their seat belt. In addition, all adults should be asked to check that their group has their seatbelts on.

We do not sit children on the front seats of the coach.

The group leader is aware of an alternative plan if the transport breaks down.

Adults sit near to their group on the coach so that supervision can be maintained. The group leader is responsible for maintaining good discipline of the party at all times. The group leader checks that all adults and children, if appropriate, are aware of the emergency exits.

Travel sickness tablets are only given with parental consent, when the appropriate forms have been completed.

Transport in teachers' private cars

Teachers who drive pupils in their own cars must complete form EV6 (appendix) and ensure their passenger's safety. Teachers are responsible for ensuring they have the appropriate license and insurance cover for carrying pupils and that seatbelts are worn and appropriate car seats fitted. We do not advise parents' cars to be used for transporting children.

Water 'Margin' Activities

Examples of this kind of activity are: a walk along a river bank, collecting samples from ponds and streams.

When planning this type of activity, the group leader needs to consider whether the aims and objectives of the visit could suitably be met by other means. When planning a water margin activity all adults need to be aware of and adhere to the guidance in 'group safety and water margins' produced by the DCSF. There should also be an alternative fully risk-assessed 'plan B' that could be used where conditions dictate, and for which parental consent has been obtained.

HEATHLAND SCHOOL

Visit Planner 1

Venue:
Venue contact name and telephone number:
Date:
Departure time:
Return time:
Year group/ class planning to go:
Aims of the visit (to be included on the consent form) <ul style="list-style-type: none">•
Aims for specific individuals e.g. children with SEN (if different from above)
Authorised by: Date:

HEATHLAND SCHOOL

Visit Planner 2

Please give this form to the Head teacher or Deputy Head at least a week before the visit.

The educational visit checklist should be completed and given to the Head teacher or Deputy Head with this form.

Group Leader's and teachers name with mobile number:
Group Deputy's name and mobile number:
When did you make your pre-visit?
Transport arrangements:
Please list adults who will accompany the visit:
How will the children be grouped? The ratio should be 1-4 in R to year 3 and 1-2 in Nursery. Please attach a list of groups/adults
Names of pupils with 1-1 support/particular needs:
Who is the first aider?
How will the groups move around?
When will you brief parents who are going on the trip? (Please attach a copy of the information they will receive)
When will you brief staff?

What information will you be passing on to the children?

- Assembly or powerpoint presentation to brief children

Have you attached a copy of the event specific risk assessment (ESRA)?
(please share this with **all** adults)

Emergency arrangements
(**see guidance in policy**)

- All class's teachers have each other's mobile numbers and are aware of each class's itinerary
- Class Teacher informs the Team leader of an incident
- Then the team leader will inform the school who will inform the parents

Please detail any plan B arrangements made. (E.g. where will you have lunch if it is wet?)

Have these been included on the consent form?

Have all the consent forms been received?

If not please list names.

Review of visit

Were there any accidents or near misses?

What changes if any need to be made for the future?

Would you go to the same place next year? Why? Why not?
Did you achieve what you set out to achieve? What did the children get out of the trip?

Parental Briefing Areas to cover

Need to talk about:

- Where are you going?
- Purpose of the visit
- Programme of the day including timings – please don't do anything extra that is not on the programme as all parents won't know about it and don't have time
- Who they will look after – give them a group list
- How the groups will move around – as a class, as a school
- Explain that they should not take groups off on their own – for their sake as well as the children's
- What to do if there is a problem – behaviour, health and safety or otherwise – how to contact the class teacher (a mobile number or the school number) or group leader and never to leave the children unattended
- Discuss general health and safety e.g. on coach etc. Share and give copy of ESRA
- Coach – please sit with the children and make sure that they have their seat belts on and monitor discipline
- What to do at various points in the day including lunch time
- Counting children – please head count at relevant stages
- What to do if a child needs first aid and who the first aider is
- Please do not give any medication or sweets etc to children – health and safety and allergies
- Do not buy any gifts for children – not fair

Signed _____ **Date** _____
(Educational Visits Coordinator)

Signed _____ **Date** _____
(Executive Head Teacher)

Signed _____ **Date** _____
(Chair of Directors)

Review date: March 2016