

Hoylandswaine Primary School

Supplement to Model BMBC Educational Visits and Journeys Policy

Introduction

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. Educational visits are an essential element of good primary practice.

Educational Visits can provide stimulus and support to work being covered as part of the school 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.

The organisation of an educational visit is crucial to its success. With rigorous organisation and control, a visit should provide a rich, learning experience for the pupils.

All required forms, and some optional resources, are accessible on the school’s Shared Network under Educational Visits and in the appendix for this policy.

This policy is a supplement to Barnsley Metropolitan Borough Council’s model policy for Education Visits and Journeys which we have adopted. It aims to give further, more specific information particular to our school.

Educational Visits Co-ordinator

The Educational Visits Co-ordinator will ensure that:

- each trip has a suitable group leader
- all necessary actions have been completed before the visit begins
- the risk assessment is complete and that it is safe to make the visit
- training needs have been met
- the group leader has experience in supervising and controlling the age groups going on the visit and will organise the group effectively
- all supervisors on the visit are appropriate people to supervise children and have appropriate clearance where needed
- the governing body has approved the visit if necessary
- arrangements have been made for all the medical needs and special

- educational needs of all the children
- the mode of travel is appropriate
- travel times out and back are known
- there is adequate and relevant insurance cover
- they have the address and phone number of the visit's venue and have a contact name
- that they have the names of all the adults and pupils in the travelling group, and the contact details of parents and the staff's and volunteers' next of kin

Group Leader

One teacher, the group leader, is responsible overall for the supervision and conduct of the visit. The group leader should:

- ensure all parents have signed consent forms
- have the address and phone number of the visit's venue and have a contact name
- be able to control and lead pupils of the relevant age range
- be suitably qualified if instructing an activity and be conversant in the good practice for that activity if not
- undertake and complete the planning and preparation of the visit including the briefing of group members and parents
- undertake and complete a comprehensive risk assessment
- have regard to the health and safety of the group at all times
- observe the guidance set out for teachers and other adults below
- ensure that pupils understand their responsibilities (see responsibilities of pupils below)

Other adults involved in a visit

Teachers and other adults on the visit must:

- do their best to ensure the health and safety of everyone in the group
- care for each individual pupil as any reasonable parent would
- follow the instructions of the leader and help with control and discipline
- non-teachers should generally not have sole charge of pupils except where risks to health and safety are minimal

Responsibilities of pupils

The group leader should make it clear to pupils that they must:

- not take unnecessary risks
- follow the instructions of the leader and other adults
- dress and behave sensibly and responsibly
- look out for anything that might hurt or threaten anyone in the group and tell the group leader about it
- should not undertake any task that they fear or that they think will be dangerous

Any pupils whose behaviour may be considered to be a danger to themselves or to the group may be stopped from going on the visit. The curricular aims of the visit for these pupils should be fulfilled in other ways.

Parents

The group leader should ensure that parents are given information about the purpose and details of the visit and are invited to any briefing sessions for longer visits.

The group leader should also tell parents how they can help prepare their child for the visit by, for example, reinforcing the visit's code of conduct. Parents should be very clear on their role during the visit eg: who will manage the children's behaviour, what happens when children want to go to the toilet, where should they sit on the coach etc

Special arrangements may be necessary for parents for whom English is a second language;

Parents must:

- provide the group leader with emergency contact number(s)
- sign the consent form
- give the group leader relevant information about their child's health which might be relevant to the visit

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. The following information on matters that might affect pupils' health and safety is useful to parents, and may be included in letter to parents / guardians prior to a visit:

- dates of the visit
- times of departure and return
- mode(s) of travel
- details of accommodation with security and supervisory arrangements on site (if residential)
- visit's objectives
- details of the activities planned
- clothing and equipment to be taken/used
- money to be taken

Hoylandswaine Primary School will seek consent for all Educational Visits other than walks up to the church.

If parents withhold consent the pupil should not be taken on the visit, but the curricular aims of the visit should be delivered to the pupil in some other way, wherever possible.

Planning off-site visits

Whether the visit is to a local park, museum 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 Educational Visits Co-ordinator is responsible for planning all off-site visits. In practice, the detailed planning is delegated to the organiser of the visit or the group leader, but the Educational Visits Co-ordinator must be satisfied that the person planning the visit is qualified to do so and has the necessary experience.

The organiser/group leader must agree all day visit plans with the Educational Visits Co-ordinator. These visits are classified as Category A and they need a minimum of a week's approval. Therefore a planning form must be submitted for permission prior to the trip being planned.

Risk Assessments

A risk assessment should always be carried out before setting off on a visit, using the school Risk Assessment Form. The risk assessment should include the following considerations:

- what are the risks?
- who is affected by them?
- what safety measures need to be in place to reduce risks to an acceptable level?
- can the group leader guarantee that these safety measures will be provided?
- what steps will be taken in an emergency?
- what is the acceptable ratio of adults to children for this visit?

The group leader and other supervisors should continually reassess the risks throughout the visit and take appropriate action if pupils are in danger.

The group leader should take the following factors into consideration when assessing the risks:

- the type of activity and the level at which it is being undertaken
- the location
- the competence, experience and qualifications of supervisory staff
- the group members' age, competence, fitness and temperament
- pupils with special educational or medical needs
- the quality and suitability of available equipment
- seasonal conditions, weather and timing

In the case of children with SEN participating in the visit, consideration should be given to whether an additional risk assessment should be completed. If a child has any physical disability or a health need, then a specific risk assessment should be done for them.

Exploratory visit

Wherever possible the group leader should undertake an exploratory visit to:

- ensure that the venue is suitable to meet the aims and objectives of the school visit
- assess potential areas and levels of risk
- ensure that the venue can cater for the needs of the staff and pupils in the group
- ensure that the group leader is familiar with the area before taking a party of children

If it is not feasible to carry out an exploratory visit, a minimum measure should be to contact the venue, seeking assurances about the venue's appropriateness for the visiting group. In addition, it may be worth seeking views from other schools who have recently visited the venue.

First Aid

First Aid provision should be considered when assessing the risks of the visit. For adventurous activities, visits which involve overnight stays, or visits abroad it is sensible to have at least one trained first-aider in the group. The group leader should have a working knowledge of first aid and all adults in the group should know how to contact emergency services.

The minimum first-aid provision is a suitably stocked first-aid box.

Supervision

It is important to have a sufficient ratio of adult supervisors to pupils for any off-site visit. The factors to take into consideration include:

- sex, age and ability of group
- special needs pupils
- nature of activities
- experience of adults in off site supervision
- duration and nature of the journey
- type of any accommodation
- competence of staff, both general and on specific activities

There should always be enough supervisors to cope effectively with an emergency. When visits are to remote areas or involved hazardous activities, the risks may be greater and supervision levels should be set accordingly.

At Hoylandswaine, the following ratio of adults to children should be used:

Foundation stage visits off-site:	1:4
Key Stage One, visits off-site on foot:	1:10
Key Stage One, visits off site involving transport:	1:6
Key Stage Two, visits off-site on foot:	1:15
Key Stage Two, visits off-site involving transport:	1:10

These ratios do not include residential visits.

Where a high adult:pupil ratio is required, it is not always feasible to use school staff alone. Parents with appropriate clearance may be used to supplement the supervision ratio. They should be carefully selected and ideally they should be well known to the school and the pupil group.

All adult supervisors, including school staff and parent helpers must understand their roles and responsibilities at all times. In particular, all supervisors should be aware of any pupils who may require closer supervision, such as those with special needs or those with behavioural difficulties. Teachers retain responsibility for the group at all times.

For the protection of both adults and pupils, all adult supervisors should ensure that they are not alone in a one to one situation with a pupil.

Whatever the length and nature of the visit, regular head counting of pupils should take place. The group leader should establish rendezvous points and tell pupils what to do if they become separated from the party.

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 of them and why rules must be followed. The 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.

Information to pupils

It is for the group leader to decide how to provide information, but they should be satisfied that the pupils understand key safety information. Pupils should understand:

- the aims and objectives of the visit / activity
- background information about the place to be visited
- how to avoid specific dangers and why they should follow rules
- why safety precautions are in place
- why special safety precautions are in place for anyone with disabilities
- what standard of behaviour is expected from pupils
- who is responsible for the group
- what to do if approached by a stranger
- what to do if separated from the group
- emergency procedures

Transport and pupils

Pupils using transport on a visit should be made aware of basic safety rules including:

- arrive at school on time and wait for the transport away from the road, track, etc
- do not rush towards the transport when it arrives;
- wear your seatbelt and stay seated while travelling on transport
- make sure your bags do not block aisles on the transport
- never attempt to get on or off the moving transport
- never throw things out of the transport vehicle's windows
- never get off a vehicle held up by traffic lights or in traffic
- never run about while transport is moving or pass someone on steps or stairs
- never kneel or stand on seats or otherwise impede the driver's vision
- never distract or disturb the driver
- stay clear of automatic doors / manual doors after boarding or leaving the

transport

- after leaving the vehicle, always wait for it to move off before crossing the road
- if you have to cross roads to get to the transport always use the Green Cross Code
- if you feel unwell while travelling, tell a teacher or the person who is otherwise responsible for the group
- no pupils should sit next to the emergency exit or on the front row of seats

Participation

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 group leader is concerned for their, or others' safety, should be withdrawn from the activity. On residential visits the group leader should consider whether such pupils will return home early.

Pupils with special educational and medical needs

The Head Teacher or Educational Visits Co-ordinator will ensure that pupils with special educational or medical needs are not excluded from school visits. Every effort should be made to accommodate them whilst maintaining the safety of everyone on the visit. Special attention should be given to appropriate supervision ratios and additional safety measures may need to be addressed at the planning stage.

Residential visits

When residential visits are planned, we use the Local Authority approved Evolve programme as these are category B or C visits. This programme will submit all relevant information to the LA and ensure that appropriate consideration has been given to all relevant factors. The Group Leader(s) will complete this with the Educational Visits Co-ordinator. Category C visits require a three month approval time.

Hostels and Hotels

The school will bear in mind the following:

- the group leader should ideally have adjoining rooms with staff quarters next to the young people's – we will endeavour to obtain a floor plan of the rooms reserved for the group's use in advance
- the immediate accommodation area should be exclusively for the use of the group
- access by staff to student rooms must be available at all times
- there must be separate male and female sleeping areas for pupils and adults
- ensure that the whole party are aware of the lay-out of the accommodation, its fire precautions / exits, its regulations and routing, and that everyone can identify key personnel
- security arrangements – where the reception is not staffed 24 hours a day, security arrangements should be in force to stop unauthorised visitors
- ensure that locks / shutters etc. work on all the rooms used by the group
- storage of clothes, luggage, equipment etc., particularly safekeeping of valuables
- adequate lighting – it is advisable to bring a torch

- provision for sick, disabled pupils or those with special needs
- safety in rooms (electrical connections, secure balconies)
- recreational accommodation / facilities for the group

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. The group leader should bear the following points in mind in the risk assessment of a coastal activity:

- tides and sandbanks are potential hazards so timings and exit routes should be checked
- ensure group members are aware of warning signs and flags
- establish a base on the beach to which members of the group may return if separated
- look out for hazards such as glass, barbed wire and sewage outflows etc
- some of a group's time on a beach may be recreational. Group leaders should consider which areas of the terrain and sea are out of bounds
- cliff tops can be highly dangerous for school groups even during daylight. The group should keep to the path at all times. Group leaders should consider whether it is safe for pupils to ride mountain bikes on coastal paths.

Farm visits

We recognise that farms can be dangerous even for the people who work on them. Taking children to a farm will be very carefully planned, and the risks to be assessed should include those arising from the misuse of farm machinery and the hazards associated with 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 and clean grounds and public areas. An exploratory visit should be carried out.

The basis rules for a farm visit will be:

We will never let pupils:

- place their faces against the animals or their hands in their mouths after feeding them
- eat until they have washed their hands
- sample any animal foodstuffs
- drink from farm taps (other than in designated public facilities)
- ride on tractors or other machines
- play in the farm area

Emergency Procedures

In the event of an emergency, the Group Leader should follow the Immediate Action for an Emergency located at the back of the policy. The Group Leader should carry a mobile phone.

Laura Cole
Educational Visits Co-ordinator Jan 2015

RISK ASSESSMENT EDUCATIONAL VISITS

Establishment		Location/Purpose	
Leader & qualifications, where relevant		Date	
Identify significant hazards Assess the risk	Risk rating before controls	Control measures – managing the risk	Risk rating after control
Generic (e.g.s) 1. Travel 2. Group management 3. Communication .		1. 2. 3	
<u>Event/Site Specific (e.g.s)</u> 4. Environment 5. Participants 6. Activity		4. 5. 6.	

7. Weather		7.	
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Ongoing Risk Assessment - Taking account of changing weather, behaviour, choice of activities, transport difficulties etc. -
 1. Apply the control measures 2. Monitor their effectiveness 3. Change, adapt, revise as necessary

Alternative Plans – Plan ‘B’

Completed & Signed	Group Leader..... EVC/ Authorising Officer.....	Date
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Hoylandswaine Primary School

Immediate Action for an Emergency

For the party leader and/or other staff at the site – carry these procedures at all times:

First Response:

- Ensure that all participants are safe from further danger and all mobiles phones are switched off (unless needed for contact)
- Ensure that all necessary steps are taken to provide – rescue, medical care and hospitalisation for all those injured, missing etc using emergency service

Definition:

An emergency is deemed to be:

- An accident leading to a fatality, major injury or hospitalisation
- Illness to any party, requiring the call out of medical assistance, or leading to serious disruption of the trip
- Circumstances where any party member might be at serious risk of harm eg: child protection issues, missing children
- Situations where the media may become involved

Next Steps:

- Have the phone number available on which you can re-contacted
- Phone the duty on-call officer, available 24 hrs on – 01226 787080
- **DO NOT PHONE THE SCHOOL OR BASE CONTACT** – in emergencies more urgent decisions and procedures may be needed that should be initiated by a more senior officer
- If you can get an answer phone Central Call on – 01226 296800. They will then put you in contact with the Health, Safety and Emergency Planning and Incident Officer
- The on-call officer will normally deal with school/home based procedures as far as possible, but will need information from you, so have forms and any recorded details to hand
- In case of fatality, the on-call officer will notify police and record the telephone number
- All equipment involved should be left undisturbed

Warning and advice:

- Do not speak to the press or the media
- Keep a written record of everything that happens and at what time
- If the media contacts you, refer them to the PR/press department at Town Hall (they will be able to find the contact number themselves)
- Never admit liability of any sort
- Do not contact parents/carers; this will be done by officers in the LA
- Limit the phone communication of group members to an absolute minimum until a senior LA officer determines that all necessary steps have been taken
- Do not allow access to information or the group to anyone except authorised officials
- Please remember that the likelihood of any emergency occurring is extremely small and the role you play in organising off-site visits is greatly valued by the LA