



Dale Community Primary and Stonehill Nursery Federation

Educational Visits and Journeys Policy

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Policy Approved by: Governors Behaviour and Safety Committee

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EDUCATIONAL VISITS AND JOURNEYS

This policy and guidance is based on the DFE document, Health and Safety of Pupils on Educational Visits 1998 and Health and Safety of Pupils on Educational Visits (HASPEV).

1. Introduction

School visits are an important part of the education experience for children at our school. Effective school visits will require preparation of the pupils, a well-planned experience at the site and follow up activities to make the best use of the experience.

The Head Teacher, as the organiser, has overall responsibility for planning and organising a visit. This is usually delegated to a suitably qualified member of staff known as the teacher in charge. However, the Head Teacher should ensure that the arrangements are satisfactory. The teacher in charge will ensure that staff making transport arrangements are given adequate notice of requirements.

The visit should be justifiable on educational grounds and the efficient running of the school must be considered in the absence of staff supervising pupils. The visit will need to relate to the curriculum, including the development of personal and social skills and be relevant to pupils learning at the time of the visit.

2. Parents and Carers

2.1 Information to Parents and Carers

This will be comprehensive and set out costing, times, mode of transport, food and clothing requirements, the precise nature of activities and the educational purpose of the visit. Parental consent will be written and include reference to the pupils medical history if relevant.

2.2 Financial Matters

Voluntary contributions may be used to subsidise activities, which take place either in or out of school time. The school will make it clear in any such requests to parents that there is no obligation to contribute and that no child will be penalised, treated differently or excluded from the activity because their parents are unable or unwilling to contribute towards the cost.

Where possible the School Fund/Budget will subsidise the cost of the activity. In certain circumstances a proposed trip may be cancelled due to lack of revenue. In such cases all monies previously collected will be refunded as soon as possible.

The cost, date(s) and times of trips (day trips and residentials) will always be given in the information letter sent to parents. Class teachers must use the standard letter (appendix 2 or appendix 3, to come through the school office) for any communication with parents about proposed trips or activities and their cost.

Voluntary contributions collected by staff must be given daily to the School Business Manager for safekeeping.

In cases of financial hardship funding may be available to assist with payment, e.g. Pupil Premium.

2.3 Board and Lodgings costs

Payment Plans will be offered to parents to enable them to pay over at least a 3 month period.

2.4 Activities outside school hours – not within the National Curriculum

In optional activities outside school hours parents / guardians must meet the full cost; however the cost of staffing cannot be included in these charges.

3. Pupils with Special Educational Needs

Attention must be paid to pupils with special needs. This should cover learning and behavioural needs supervision and mobility. This information should be passed on to the visit/activity provider where necessary.

4. Insurance

The organiser will need to check that the activity/visit is covered by insurance. Local Authority public liability insurance covers most activities; however any visit involving high-risk activities will be insured separately.

5. Roles and responsibilities

The teacher in charge is responsible overall for the group at all times.

5.1 The teacher in charge will:

- allocate supervisory responsibility to each adult for named pupils
- ensure that each adult knows which pupils they are responsible for
- ensure that each pupil knows which adult is responsible for them
- ensure that all adults understand that they are responsible to the teacher in charge for the supervision of the pupils assigned to them
- ensure that all adults and pupils are aware of the expected standards of behaviour
- *for residentials* – ensure that a list of the names of the groups are left with the named member of the leadership team, with a copy of the consent forms

5.2 Each supervisor will:

- have a reasonable prior knowledge of the pupils including any special educational needs, medical needs or disabilities
- carry a list/register of all group members
- directly supervise the pupils; this is particularly important when they are mingling with the public and may not be easily identified
- regularly check that the entire group is present
- have a clear plan of the activity to be undertaken and its educational objectives
- have the means to contact the teacher in charge/other supervisors if needing help
- have prior knowledge of the venue; the teacher in charge should normally have made an exploratory visit
- anticipate a potential risk by recognising a hazard, by arriving, where necessary, at the point of hazard before the pupils do, and acting promptly where necessary
- continuously monitor the appropriateness of the activity, the physical and mental condition and abilities of the group members and the suitability of the prevailing conditions
- be competent to exercise appropriate control of the group, and to ensure that pupils abide by the agreed standards of behaviour
- clearly understand the emergency procedures and be able to carry them out
- have appropriate access to First Aid

5.3 Each pupil should:

- know who their supervisor is at any given time and how to contact him or her
- have been given clear, understandable and appropriate instructions
- rarely if ever be on their own
- alert the supervisor if someone is missing or in difficulties
- have a meeting place to return to, or an instruction to remain where they are, if separated
- understand and accept the expected standards of behaviour

6. Mobile Phones

When on a residential or school visit it will be necessary for members of staff to carry their mobile phones on their person.

Mobile phone use must be for emergencies only and members of staff must not use their phone for making/receiving personal phone calls, using social media or sending/receiving text messages whilst in the presence of children. When on residential visits we recognize that staff will want to phone family members but this must take place away from children and in agreement with the teacher in charge to ensure that children are adequately supervised.

Mobile phones must not be used to take photos of children. The dedicated school trip iPad (stored in the safe) can be used to take photos.

Before photos are uploaded onto the school website or social media e.g. Twitter, the school database GDPR consent from parents must be checked.

6.1 Health and Safety

The teacher in charge will need to make a pre-visit whenever possible and carry out a risk assessment. If this is not possible a check should be made with the venue and Health and Safety guidelines. This will include first aid and fire arrangements. A basic first aid kit and mobile phone must be taken on all visits. There are separate health and safety regulations for school visits to farms. These are available in the administrative office and included in appendix 1. They must be consulted before any visit.

6.2 Arrangements for Pupils Supervision

The ratio of staff to pupils will be based on safety, age of pupils, special needs, gender mix and any other relevant factors. Recommended ratios are:

- 1 adult for every 6 pupils in school year 1
- 1 adult for every 8 pupils in school years 2 and 3
- 1 adult for every 10 - 15 pupils in years 4 to 6
- Under 5's foundation stage classes will have a higher ratio.

Depending on the risk assessment, the ratio will be altered to meet the needs.

6.3 Ongoing risk assessment

Risk assessment does not end when the visit begins. Changes to the itinerary, changes to the weather, incidents (whether minor or major), staff illness – all or any of these may bring pupils face to face with unexpected hazards or difficulties and give rise to the need to re-assess risk.

The teacher in charge (and other adults with responsibility) will carry out ongoing risk assessments while the visit is taking place. These normally consist of judgements and decisions made as the need arises.

On residential visits it is good practice to have briefings each night to take stock and assess the circumstances for the next day, and to spend time early the next morning explaining arrangements to the pupils.

6.4 Head counts etc.

Whatever the length and nature of the visit, regular head counting of pupils should take place, particularly before leaving any venue.

6.5 Rearranging Groups

Potential danger points can occur when rearranging groups. In particular:

- when a large group is split into smaller groups for specific activities
- when groups transfer from one activity to another and change supervisor
- during periods between activities
- when small groups re-form into a large group

It is therefore important that the supervisor:

- clearly takes responsibility for the group when their part of the programme begins, particularly making certain that all pupils are aware of the changeover
- clearly passes on responsibility for the group when their part of the programme is concluded, together with any relevant information ensuring that the group members know who their next leader is

6.6 Plan B

- good forward planning will always include alternative plans in case the itinerary needs to be changed
- a flexible itinerary can allow activities from later in the visit to be substituted for earlier activities if those are prevented by unexpected circumstances
- the teacher in charge will feel more confident to change the itinerary if a pre-assessed alternative is available
- regardless of whether alternatives have been pre-assessed, always take time to reassess risks if the itinerary changes
- on arrival at an alternative site or activity that has not previously been risk assessed, we recommend that the teacher in charge should risk assess the situation before allowing the pupils to disembark from the transport
- an unknown location might involve hazards not covered in the original risk assessment, for example if the original intention to visit a land-only site has to be changed at short notice to a lake or seaside location

6.7 Behaviour problems, illness or injury

- poor behaviour may be reduced by ensuring that all pupils are signed up to agreed standards of behaviour before (or at least at the beginning of) the visit
- educational visits can be a good opportunity for school staff to get to know pupils away from the confines of the school, but the teacher in charge should resist any temptation to accept lower standards of behaviour. The different hazards that pupils may be exposed to away from the school will require them to observe standards of behaviour that are at least as high as, or higher than, in the classroom

- if one adult has to give prolonged attention to one group member, the teacher in charge should reassess the supervisory roles of the other adults to ensure that all members of the group know who is responsible for them. Activities may need to be amended until the other adult returns all of his or her attention to the group

7. Travel

A driver cannot safely drive and supervise children at the same time. Regulations concerning minibuses, public transport and private cars must be observed. Bus companies should be briefed on routes, times and pick up points.

If the visit involves transport, an insurance form must be completed for each child. The teacher in charge should ensure that:

- transport by road has seat belts and that the pupils wear them
- there is adequate supervision at all times when travelling
- supervisors have reserved seats that allow them to supervise properly and these are spaced throughout the vehicle
- pupils are supervised when boarding and leaving
- standards of behaviour are met, and in particular that drivers are not distracted
- smoking/alcohol etc. bans are observed
- pupils are occupied on long journeys – this will help the journey pass quickly
- evacuation procedures are clearly understood by everyone, luggage is securely stored and emergency exits are kept clear
- head counts are carried out when the group is getting off or onto transport

8. EMERGENCY PROCEDURES

8.1 Preparation

By their nature, emergencies are usually unexpected. But careful emergency planning can mitigate the trauma of being caught up in an emergency. It is good practice for the teacher in charge to:

- agree an emergency action plan, which includes 24-hour (i.e. constant cover) contact points at the school/LEA and clear roles for the teacher in charge, school/LEA contact, head teacher e.g. managing media interest, supporting parents of an injured pupil, transport arrangements etc.
- ensure that all members of the group know what action to take if there is a problem
- hold morning and evening briefings with supervisors to discuss issues for the next day
- spend time early the next morning explaining arrangements to the pupils
- hold, or ensure that other adults in the group hold, up-to date competence in first aid and other lifesaving competence as necessary for the activities
- ensure that the first aid kit is properly stocked and accessible
- ensure that all pupils' medical needs (e.g. asthma, diabetes, anaphylaxis) are known and that staff are competent to handle them;
- recognise that many of the health problems of pupils on longer visits are caused by lack of food, of liquid or of sleep
- if appropriate, advise group members about the dangers of over-exertion in the heat and of dehydration, which can cause headache, dizziness and nausea
- ensure that all pupils understand and follow the code of conduct
- if abroad, know where the nearest British Embassy or Consulate is located and the telephone number. Depending on the age of the pupils, it may be appropriate to ensure that they have this information to hand

8.2 Emergency procedures framework during the visit

If an emergency occurs on a school visit the teacher in charge should maintain or resume control of the group overall. The main factors to consider include:

- establish the nature and extent of the emergency as quickly as possible
- ensure that all the group are safe and looked after
- establish the names of any casualties and get immediate medical attention
- ensure that a teacher accompanies casualties to hospital with any relevant medical information, and that the rest of the group are adequately supervised at all times and kept together
- notify the police if necessary
- ensure that all group members who need to know are aware of the incident
- ensure that all group members are following the emergency procedures and the roles allocated to them – revise procedures and re-allocate roles as necessary

8.3 Informing the school contact

The school contact number should be accessible at all times during the visit, also:

- details of the incident to pass on to the school should include: nature, date and time of incident; location of incident; names of casualties and details of their injuries; names of others involved so that parents can be reassured; action taken so far; action yet to be taken (and by whom)
- school contact should notify parents, providing as full a factual account of the incident as possible
- complete an accident report form as soon as possible (if appropriate)
- no-one in the group should speak to the media. Names of those involved in the incident should not be given to the media as this could cause distress to their families
- keep receipts for any expenses incurred – insurers will require these

9. Residentials

Whilst we recognise that there may be times during a residential when the atmosphere is more relaxed, all staff must still demonstrate high standards of conduct. Relationships between staff and staff and pupils must remain professional at all times.

9.1 Down Time

It is good practice to:

- ensure that all staff and pupils understand the standards of behaviour that apply at all times, not just during activities
- ensure that all supervisors understand that their supervisory role continues in the evening – however hard a day it has been, that it is not a time to relax in the bar or in front of the TV
- use down-time in the evening or at the beginning of the day to brief the group on the planned activities for the day to come, e.g. the planned learning outcomes, specific health and safety issues, meal and break times etc.
- use down time after activities for individual reflection on personal learning outcomes, and group discussion about the highs and lows of the day
- occupy the group with mildly active, non-academic activities in the evening, e.g. craft activities, environmental activities, quizzes, team challenges, led-walks

9.2 All staff need to recognise that failure to meet these standards of behaviour and conduct may result in disciplinary action, including dismissal.

ADVICE ON SPECIFIC ACTIVITIES

Swimming in the sea or other natural waters

Swimming and paddling or otherwise entering the waters of river, canal, sea or lake should never be allowed as an impromptu activity. In-water activities should take place only when a proper risk assessment has been completed and proper measures put in to control the risks. The activities should be formal and supervised.

It is good practice that, wherever possible, the teacher in charge seek out recognised bathing areas that have official surveillance i.e. qualified lifeguard cover. But, even then, the teacher in charge should be aware that pupils might mingle with members of the public and be lost to view. Pupils should always be in sight and reasonable reach of their supervisors.

The teacher in charge should:

- be aware that many children who drown are strong swimmers
- ascertain for themselves the level of the pupils' swimming ability
- check the weather
- be aware of the local conditions – such as currents, weeds, rip tides, a shelving, uneven or unstable bottom – using local information from the lifeguard, coastguard, harbourmaster, police or tourist information office
- beware of rocks, breakwaters and other potential hazards
- look out for warning signs and flags: a red flag means it is unsafe to swim; yellow flags mean that lifeguards are on patrol in the area between the flags; a black and white flag means it is an area used by surfers and not suitable for swimming
- designate a safe area of water for use by the group
- brief the group about the limits of the swimming area
- avoid crowded beaches where it is harder to see pupils
- be aware of the dangerous effects of sudden immersion in cold water
- be aware of the dangers of paddling especially for young pupils
- ensure that pupils have not eaten (at least half an hour) before swimming
- ensure the activity is suitable for the pupils, especially any with special needs or disabilities
- adopt and explain the signals of distress and recall
- carry out regular head counts
- be aware that it is not always possible to tell when someone is in difficulties

Supervisors should:

- have clear roles – at least one supervisor should always stay out of the water for better surveillance, even where lifeguards are on duty
- take up a best position from which to exercise a constant vigilance
- divide their careful watching between staff who stand in the sea and look landward towards the group and staff who stay on land and watch the group from that vantage point
- give the children their full, undivided attention
- always follow the advice or directions of a lifeguard
- never swim themselves unless it is to help a child in distress
- not join in any of the children's games
- ensure that no child is allowed to wade out or swim further than his/her waist height

- nevertheless, be aware that it is possible to drown in one's own depth, and to act immediately when a child appears to be in difficulties
- ensure that children leave the water immediately if they get too cold, especially if toes and fingers look blue or feel numb - could suggest the onset of hypothermia
- recognise that a child in difficulty is unlikely to wave or shout – all of their energies will be in trying to keep afloat

Farm Visits

"There is a seasonal increase in the number of cases of E. coli 0157 infection, and there is a link between farm visits and infection in young children. This means that some simple and sensible precautions should be taken." - Chief Medical Officer -12 April 2000

The teacher in charge should check the provision at the farm to ensure that:

- eating areas are separate from those where there is any contact with animals
- there are adequate clean and well-maintained washing facilities
- there is clear information for visitors on the risks and the precautions to take

and also ensure:

- there is adequately trained adult supervision wherever children can come into contact with animals and need to wash their hands
- all children wash their hands thoroughly immediately after touching animals and before any eating or drinking

Never let pupils:

- place their faces against the animals
- put their hands in their own mouths after touching or feeding the animals
- eat or drink while going around the farm
- eat or drink until they have washed their hands
- sample any animal foodstuffs
- drink from farm taps (other than in designated public facilities)
- touch animal droppings - if they do then wash and dry hands

PROPOSED EDUCATIONAL VISIT

Date

SAMPLE LETTER

Dear Parent / Guardian

As part of our Science Learning on electricity this term, Year 4 will be going on an exciting visit. **We are visiting the 'Think Tank Museum' in Birmingham on Tuesday 10 October.**

Children will watch the 'Electrifying Science' show, see inventions from steam engines to robots and take part in lots of hands-on activities. The visit costs **£15.50** including transport.

We will be leaving school at 8:45am and be back by the end of the school day.

Your child will need to:

- Bring a packed lunch and drink, (no glass bottles, cans or sweets please). If your child receives Free School Meals, a packed lunch will be provided for them.
- Wear school uniform and sensible shoes.

The visit can only take place if sufficient funds are received through voluntary contributions. The visit money is non-refundable as entrance/activity fees and transport have to be paid for in advance by school.

Payments can be made in instalments. In cases of difficulty with payments, please talk to your child's class teacher or if you prefer, the Head Teacher.

Please complete the following slip and return it to your child's class with payment no later than **10 September 2019**.

Thank you.

Year 4 Team

.....
Think Tank Museum (Please return to your child's class)

Name of Child: _____ Class _____

I give permission for my child to take part in the proposed Educational Visit.

I enclose a contribution of £15.50

Parent / Guardian signature: _____

PROPOSED RESIDENTIAL VISIT

Date

SAMPLE LETTER

Dear Parent / Guardian,

The Year 6 children have an exciting opportunity to visit the **city of York**. During the visit, children will be able to experience a range activities and embark upon new experiences.

Activities include team challenges, cooking, visiting local attractions and more. The residential visit costs **£160** including transport and accommodation.

Children will stay for **2 nights** on this residential in the local YHA (Youth Hostel Association) and it will take place from **Tuesday 9 July to Thursday 11 July 2019**.

There are only **35 places** for those children who would like to take part and so places will be filled on a first come, first served basis.

In order to secure a place for your child, you will need to pay a deposit of **£50** which is non-refundable as entrance/activity fees and transport have to be paid for in advance by school.

Payments can be made in instalments. In cases of difficulty with payments, please talk to your child's class teacher or if you prefer, the Head Teacher.

Please complete the following slip and return it to your child's class with payment no later than **1 May 2019**.

Thank you.

Year 6 Team

.....
Year 6 York Residential (Please return to your child's class)

Name of Child: _____ Class _____

I give permission for my child to take part in the proposed Residential Visit.

I enclose a deposit of £50.

Parent / Guardian signature: _____

Date of visit	
Where will the children be visiting?	
Teacher in charge	
For residential visits only: Named member of SLT	

Checklist – tick when complete	
Has Evolve been completed and authorised?	
For each member of staff: <ul style="list-style-type: none"> • Have they read and understood the risk assessments? • Have they received a list of the children they are responsible for? • Have they got the phone numbers of other members of staff in case of an emergency? • Are they aware of appropriate use of mobile phones whilst on the visit? 	
Are the staff number adequate, taking in to account any special educational needs?	
Has each class teacher got copies of the consent forms?	
Is the visit written on the board in the medical room along with the time that the visit is expected back in school and the members of staff who are on the visit?	
For residential visits only: <ul style="list-style-type: none"> • Has the named member of the SLT received a copy of all the consent forms? • Has the teacher in charge got the phone number(s) for the named member of SLT in case of an emergency? It may be necessary for additional members of staff to have the phone numbers of SLT e.g. if there is more than one bus being used • Has the teacher in charge got the 24 hour emergency phone number for the LA Safety and Wellbeing? 01332 642203 	

SLT member signature: _____ **Date:** _____