

Educational Visits Policy & Procedure

Date:	March 2017	Review Date:	May 2018
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The school follows the guidance provided by the Local Authority, entitled 'There and Back Again' which outlines the key principles involved in educational visits. Our school policy adheres to this guidance and should be followed when arranging any educational visit.

Risk assessment

Generic

All trips require the leader to carry out an assessment of risk. For the majority of trips, this will involve a generic assessment that relates primarily to the journey and children going missing.

Site specific

Some trips may have 'site specific' risk and in most cases, the visit site will provide a risk assessment for this e.g. the Reach in Woolwich or Arethusa Venture Centre.

Dynamic

All trips require leaders, adults and children to be dynamic in their risk assessment. This relates to unforeseen risks that need to be addressed during the visit. E.g. snow on the way home, forced route change. Although this risk assessment will not necessarily be documented, it should form part of the trip review at the following staff briefing.

Parental consent

Signed permission from parents is done at the beginning of the year, or when a child joins the school.

Recommended minimum ratios

There is no statutory ruling on adult/child ratios and teachers are expected to make this judgment based on the age of the children and the nature of the visit. However, a recommended minimum ratio for most trips is 1:3 for Reception, 1:6 for Y1/2, 1:10 for Y3-6. Ratios should be checked with the Headteacher if there is uncertainty.

Educational visits checklist

An educational visit checklist must be completed by the lead teacher for all school trips. It is advisable that this is shared with the teaching assistant helping with the visit and that both adults know their responsibilities.

Educational Visit Checklist

Where are you visiting? _____

When are you going (including times)? _____

Who is leading the trip? _____

Part 1 – booking the visit

Please tick or n/a:	
	Consider relevance, purpose and cost of the visit. Take into account the class budget for the year, the range of trips planned for the year, previous trips and previous reviews
	Check proposed trip with the Headteacher, including the date. Aim for mid-term visits to allow for pre-learning and follow-up. Consider also class assembly dates.
	Book and inform office & Headteacher of the date / time (email)
	Inform Liz Reid in the office of the travel plan (at least 3 weeks prior to the date of travel)
	Add the date to the curriculum overview for parents (at the beginning of each term)
	Ask for parent help to ensure appropriate adult: child ratio
	Do a 'reccie' of the trip site (especially if it is self-guided)
	Prepare packs for adult helpers e.g. trip information sheet, maps, activity sheets, pencils, clipboards, school mobile number (07504709159)
	Pre-learning about the topic being studied (most trips have greatest impact when children have already done some learning on the topic)
	Written risk assessment completed. Please add any site specific risks, along with any pupil specific risks.

St Margaret's Lee Church of England Primary School

Risk Assessment:

<i>Hazard</i>	<i>Who may be affected</i>	<i>Control Measures</i>	<i>Any Further Action</i>
<p>List significant hazards which may result in serious harm or affect several people.</p>		<p>List existing controls or note where the information may be found. (e.g. Information, instruction, training, systems or procedures)</p>	<p>List the risks which are not adequately controlled and proposed action where it is reasonably practicable to do more.</p>
<p><i>Hazards associated with travelling to/from venues.</i> <i>Road traffic accidents both as an occupant of a vehicle and as a pedestrian resulting in serious injury or death.</i> <i>Assault resulting in injury.</i> <i>Child going missing.</i> <i>All these could result in disruption or termination of travel.</i></p>	<p><i>Staff/Young People/ Members of the public</i></p>	<ol style="list-style-type: none"> 1. <i>Generic control measures specific to modes of transport produced by Children's Services. Refer to section 2.</i> 2. <i>Specific control measures relating to supervision of each group produced by the Party Leader and EVC.</i> 3. <i>Specific measures for managing an emergency produced by EVC/Party Leader.</i> 4. <i>On going control measures overseen by party leader.</i> 	<ol style="list-style-type: none"> 1. <i>Children's Services, with specialist advice from appointed Adviser for Outdoor Education will review and update control measures in response to changing circumstances, e.g. terrorism</i> 2. <i>The Headteacher/Manager to ensure staff competence.</i> 3. <i>The Headteacher/Manager to ensure staff competence</i>
<p><i>Hazards associated with undertaking the activities designed to meet the objectives for each visit. Although most of the risks for these activities will be associated with a specific activity and picked up by the specific risk assessment, such as drowning whilst undertaking a paddling activity, in general risks are:</i></p> <ul style="list-style-type: none"> • <i>Injury from slipping, tripping, falling</i> • <i>Falling from height</i> • <i>Injury while handling, lifting, carrying</i> 	<p><i>Staff/Young People/ Members of the public</i></p>	<ol style="list-style-type: none"> 1. <i>Generic control measures specific to most activities produced by Children's Services</i> 2. <i>Specific control measures relating to supervision of each group, produced by the Party Leader and EVC</i> 3. <i>On going control measures overseen by party leader</i> 	<ol style="list-style-type: none"> 1. <i>Children's Services will review and update control measures in response to changing national guidelines, e.g. new DfE guidelines</i> 2. <i>The Headteacher/Manager to ensure staff competence</i> 3. <i>The Headteacher/Manager to ensure staff competence</i>
<p><i>Hazards associated with the social and communal aspects of a visit:</i></p> <ul style="list-style-type: none"> • <i>Asphyxiation or burns from a fire occurring in a hostel or centre.</i> • <i>Food poisoning from poor kitchen hygiene.</i> • <i>Assault from intruders resulting from poor centre security.</i> 	<p><i>Staff/Young people/ Members of the public</i></p>	<ol style="list-style-type: none"> 1. <i>Generic control measures relevant to most venues produced by Children's Services.</i> 2. <i>Specific control measures relating to the welfare of each group, produced by the Party Leader and EVC</i> 3. <i>On going control measures overseen by party leader</i> 	<ol style="list-style-type: none"> 1. <i>Children's Services will review and update control measures in response to changing national guidelines, e.g. new DfE guidelines.</i> 2. <i>The Headteacher/Manager to ensure staff competence.</i> 3. <i>The Headteacher/Manager to ensure staff competence</i>
<p><i>Site Specific Hazards (please attach any Risk Assessment provided by the site and/or your own risk assessment relating to either visit site or specific children)</i></p>			

St Margaret's Lee Church of England Primary School

Part 2 – on the day

Please tick or n/a:	
	travel tickets
	medical kit (first aid, epipens, asthma pumps)
	hi-vis jackets
	school phone (charged beforehand) 07504709159
	info for volunteers (including p5)
	iPad (camera)
	group lists – be mindful of avoiding stereotyping/grouping on this basis of gender/ethnicity
	lunches
	invoice/payment
	map / directions
	booking number / details
	emergency contact procedures: school 02088523151

Part 3 – after the trip

Please tick or n/a:	
	share any accident reports with Debi or SLT
	share any other incidents of poor behaviour or staff/volunteer misconduct
	give oral review of trip at following briefing (during which trip log is updated)
	ensure a trip recount and photo are provided by Friday am for the school newsletter (email to Ian & Debi)
	build in trip to following week's planning e.g. writing stimulus
	hand in this completed Educational Visit Checklist & Risk Assessment to the school office

Information for adults helping on the educational visit

School mobile number: 07504709159

School number: 020 88523151

Conduct of volunteers

- **If you are concerned about anything relating to health, safety or behaviour at any point in the visit, you should share this with the lead adult.**
- You are volunteering to lead a small group, under the direction of the lead adult. Please remember that you are not there just for your own child.
- In line with our school policy on use of personal devices, please do not use your phone/camera during the visit.

General

- Children, staff and volunteers are representing the school. Be polite and respectful at all times.

Walking

- Teacher leads, with good role models leading the line
- Teaching assistant at the rear
- Volunteers spaced along the line
- Adults always walk 'road side'
- Children walk in pairs, with pairing that avoid 'bunching' e.g. not 3 pairs of 'best friends' together
- The groupings for travel are usually the same as for the activity e.g. Mr Wilson's group at the front of the line, followed by Sally's mum's group etc
- Adults keep their groups together on transport, where possible. e.g. adults maintain responsibility for monitoring where their children are

Crossing roads

- Teacher waits until group is together e.g. not big gaps, before crossing the road
- For the majority of roads, an adult should stand either side the line to watch for traffic
- For particularly difficult roads e.g. top of Blackheath roundabout, adults should be deployed prior to crossing
- Children at the front of the line should be told where to stop, if appropriate

Trains, undergrounds and buses

- Have tickets ready and go to easy access gates
- When waiting for an underground or overground train, line the class along the back wall in their groups, spacing them along the length of a carriage, with adults at either end. As the train approaches, ensure children allow passengers off first and that they walk calmly onto the train. The teacher should be the last person on the train.
- Try to stay at the near or far end of the platform e.g. avoid the middle as this is usually busier.
- When getting off underground or overground trains, prepare the class and adults 30 seconds before arrival, reminding them to check they have bags/hats/lunchboxes etc. Children should not stand up until the train has stopped to avoid injury. All adults should be particularly vigilant during this time. The teacher should be the last person off the train. Children should line up along the wall on leaving the train.

Getting lost

- Children should be briefed on what to do should they get lost:
 - Stay with your group at all times
 - If you get lost, stay where you are and get help from a 'safe' adult
 - Always go to the toilet with your partner or group.
 - Remember that your school trip yellow vest has the school phone number and this should be called if you get lost.