



## Educational Visits Policy

Educational visits	Part 3, paragraph 11
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<b>This policy will be reviewed annually</b>
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Policy reviewed: September 2016 by SMT
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Next review: August 2017 by SMT
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### 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. This policy is applicable to all pupils including those in the EYFS and has regard to "health and safety of pupils on educational visits."

### Purposes

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.

### Guidelines

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. The following guidelines support the planning and implementation of educational visits organised by Wimbledon Common Preparatory School.

### Head teacher and Senior Management Team

The Head Teacher and Senior Management Team at WCPS will endeavour to ensure that:

- They have appointed a suitable group leader
- All necessary actions have been completed before the visit begins (see trip proposal form)
- The risk assessment is complete
- 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
- The group leader has relevant skills, qualifications and experience if acting as an instructor, and is familiar with the location of the activity
- Parents have signed consent forms and provided a contact phone number for the day

*WCPS is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.*

- 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 all pupils, staff and volunteers' next of kin.

### **Group leader**

One teacher, the group leader, is responsible overall for the supervision and conduct of the visit, and should have been appointed by the Head of Year. Where possible, the Group Leader will be free to move between groups and oversee activities on the day and not have immediate responsibility for a subset of children themselves. The Group Leader should:

- 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
- Know all the pupils proposed for the visit to assess their suitability
- Observe the guidance set out for teachers and other adults below
- Ensure that pupils understand their responsibilities (see responsibilities of pupils below).
- Ensure that parental contact details are carried by the relevant member of staff supervising each group of pupils on the day.
- Ensure that two school mobile phones are carried by members of staff, one for each sub-group if appropriate.

### **Other teachers and adults involved in a visit**

Teachers on school-led visits act as employees of WCPS. They 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.

Teacher 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. Parents should generally not have sole charge of pupils
- Consider stopping the visit or the activity if they think the risk to the health or safety of the pupils in their charge is unacceptable.

### **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.

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## **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.

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 will have completed a medical form allowing staff to act in loco parentis, allowing emergency treatment to be given if they are uncontactable.

## **Planning off-site visits**

Whether the visit is to a local park or a museum, 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 Head Teacher and SMT are responsible for overseeing planning all off-site visits. In practice, the detailed planning is delegated to the group leader, but the Head Teacher 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 plans with the Head Teacher/ SMT.

## **Risk assessment**

A risk assessment should always be carried out before setting off on a visit, using WCPS's Risk Assessment "Out and About". 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? (See section on Supervision.)

The group leader and other supervisors should continually reassess the risks throughout the visit and take appropriate action if pupils' safety is compromised.

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.

## **Exploratory visits**

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. At least one member of staff on the visit should be a qualified first aider. For EYFS this first aider must be Paediatric trained. The group leader should have a working knowledge of first aid and all adults in the group should know how to contact emergency services. In the event of a major emergency the group leader would check the following:

- First Aider would assess any injuries
- Call the Emergency Services, Head Teacher, parents of pupils informed.
- Remaining Staff and Pupils are re-located.

The minimum first-aid provision is:

- A suitably stocked first-aid box;
- First aider to be in charge of first-aid arrangements.

First-aid should be available and accessible at all times. If a first-aider is attending to one member of the group, there should be adequate first-aid cover for the other pupils. The Head Teacher should take this into account when assessing what level of first-aid facilities will be needed. The contents of a first-aid kit will depend on what activities are planned.

Class teachers are responsible for ensuring that they take with them and keep on their person any medication for individual pupils in their class e.g. epipens and inhalers.

When individual pupil medicines are packed ready to be taken on a trip, they will be checked into the school medication rucksack by two members of staff.

## **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:

- Age and ability of group
- Pupils with special needs
- Nature of activities
- Experience of adults in off-site supervision
- Duration and nature of the journey
- Location
- 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.

As general guidelines, the following ratio of adults to children should be used:

Early Years, visits off-site may be as low as:	1:4
Key Stage One, visits off-site on foot:	1:6

Regardless of these suggested ratios, each visit will be assessed individually through the school's risk assessment procedure for educational visits.

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.

### **Safeguarding**

Where a high adult: pupil ratio is required, it is not always feasible to use school staff alone. Parents 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. It is not school policy to apply for a DBS check for parents who volunteer on an occasional basis e.g. once or twice a year. However, parents must not be asked to supervise toilet trips without a member of staff present and must not change a child who has had a toileting accident or requires a change of clothing.

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.

Parents should be given a "Safeguarding – important things to remember" sheet prior to accompanying pupils on trip staff should ascertain their understanding of what to do if a pupil makes a disclosure to them during the course of the visit.

Regular head counts should take place during the course of the visit. Should a pupil(s) be discovered to be unaccounted for, then staff will follow the procedures in the Missing Child policy which all staff should be familiar with prior to the visit.

The Group Leader will ensure that current class photograph sheets are taken on the trip for reference in the event of a child going missing.

Only the school camera/ipad should be used to take photographs/video footage during the school visit. Parents should not use their mobile phone/mobile device during the visit. The number of the school mobile phone may be used as an emergency contact for parent volunteers.

### **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 including stranger danger and getting lost.

### **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.

## **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
- Rendezvous procedures.

## **Transport for pupils**

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

- 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 feel unwell while travelling, tell a teacher or the person who is otherwise responsible for the group.

## **Road Safety**

Zebra crossings or pedestrian crossings should be used wherever possible. If it is necessary to cross a road where a crossing is not available, 2 members of staff must ensure traffic has stopped in each direction before allowing another member of staff to lead the group across the road. Both members of staff must stay in place while pupils are crossing the road.

## **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 should be made to accommodate those needs 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. 1:1 supervision for individual pupils may be necessary.

### **Communicating with parents/ guardians**

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 will 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 the location of the visit with security and supervisory arrangements on site
- Name of group leader
- Details of the activities planned and of how the assessed risks will be managed
- Clothing and equipment to be taken
- School mobile telephone number which will be kept in the possession of the group leader.

### **Parental consent**

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.

### **Links with other policies and documentation**

WCPS risk assessment form

Trip proposal form

Missing Child Policy

Child Protection Policy

First Aid policy