



**May 2016**

**Educational Visits Coordinator:** Maria Stegenwalner

### Purpose of Policy

- To clarify expectations and procedures staff should use when planning Educational Visits on Island.
- Expectations for Off-Island trips are covered in Education Policies and Procedures, we do not have a separate policy for these, but the guidance here is in line with these policies.
- To ensure adequate forward planning to manage risks and ensure the safety of children and adults on the trip.
- To ensure visits are well-constructed learning experiences which will impact on achievement and progress.

### Principles and purposes of Off-Site Visits

Well planned and organised educational trips out of school provide experiences that can significantly enhance the children's curriculum and learning. We believe visits can:

- Provide real-life meaningful experiences that gives a context to classroom learning.
- Enable the child to engage with 'real' artefacts and visit real places that children can experience and touch, so deepening their engagement with learning.
- Challenge children physically and emotionally (especially adventurous experiences).
- Be exciting, memorable and stimulate interest.
- Be life experiences that promote responsibility, awareness of safety and learning skills in a different context.
- Promote citizenship and awareness of the Island we live in and its history.

As part of our commitment to Equal Opportunities, we believe visits should be available to all children and staff will make every effort to enable all children to take part.

We plan trips for a wide variety of purposes:

- To provide practical opportunities to engage with the Jersey Curriculum
- To 'hook' children into a learning experience and encourage them to ask questions
- To conclude a learning experience
- To challenge the children's existing conceptions
- To challenge the children physically and emotionally

It is important that teachers are clear about the purpose and the intended learning for the trip, and are able to make a case for the visit. The school will not support trips with no clear focus or intended learning.

### Types of Visit

Visits are categorised by the EVC Coordinator at the DfE as falling into three categories.

**Category A:** This is any trip to where risk levels are ‘normal’ and not necessarily significantly greater than could be encountered around school or in daily life, and no expert training is needed to undertake the activities. Trips involving visits to historical buildings, beaches (with no swimming/high-level rock climbing involved), woodland walks, theatre trips etc would all fall into this category.

**Category B:** These are trips that have a perceived additional risk due to the nature of the activities and specialist training may be required. This would include any adventurous activities, e.g. rock climbing, abseiling. Any activities taking place in water, e.g. kayaking, swimming etc. Any trips with an overnight stay (additional expectations for these trips can be found in the DfE policy and in the requirements for hire of centres such as St. Aubin’s Fort/Crabbe. Training for the use of these centres is often required by at least one member of staff on the trip.)

Unless the staff running the visit have their own qualifications, and this has been approved by the EVC and if necessary the DfE coordinator, a specialist provider will be used to provide the technical aspects of the trip. The school always tries to use centres that have the Adventuremark or LOtC badge. If in any doubt, the DfE coordinator will be contacted to see if the centre or individual is known to them, and proof of qualifications must be sought in advance.

**Category C:** These are trips that are held off-island. They are covered by the DfE policy. Detailed planning well in advance is required for any such trip, and each one must be approved by the in school EVC, and also the DfE coordinator.

#### Risk Management and Assessment

Our primary responsibility is to safeguard the children. This must be taken extremely seriously by everyone on the visit. We must also ensure the safety of all of the adults on the trip.

No visit can begin without a fully completed Risk Assessment and Visit Planning Form (see appendices). These must be handed to the EVC as early as possible, at least one week before the trip, in order to be properly evaluated. Without a signature from the EVC/Headteacher, or in her absence, the Deputy Head, the visit cannot take place.

Trips always contain risks, as does any aspect of daily life. It is not always good practice to try to remove all risks, rather to manage them and reduce them to acceptable levels. Indeed the excitement of many visits is because there is a greater *perceived* risk and challenge.

#### Expectations when planning a visit to reduce and manage risk

- The visit will be organised by an appointed ‘Group Leader’. This is almost always a teacher. This person takes overall responsibility for the organisation and safe running of the trip, even if other staff on the visit are ‘more senior’ in the school.
- The group leader will plan the visit and complete the visit planning sheet. They will ensure ratios, medical needs, travel and transport and all other arrangements are in place.
- The group leader will conduct a preliminary visit and from this risk assess the trip.
- The group leader will meet with all of the staff and volunteers on the trip prior to departure and brief them about all aspects of their role and how the trip will be organised.

- For visits to Farms, Coasts and swimming pools, additional visit planning is needed. See DfE guidance on visits.

### Financial Considerations

We provide for visits that take part in the school day within our existing funding. This covers the cost of coach and minibus transport, etc. On occasion we may ask parents for a small voluntary contribution, e.g to buy a postcard, pay for the bus, etc. Children that do not bring in the contribution will not be discriminated against.

Residential trips and off-island trips have considerably more cost implications. These are carefully costed and the cost for each parent is kept as low as possible. Underspends over £10 each (for the French Trip) and £5 (for all other trips) will be returned to the parents.

Underspends under £10 (French trip)/£5 each (other trips) will be used to support children and the running of the trip in future years, as happens each year.

### Actions for ensuring smooth running and safeguarding of children on visits our of school

<b>Action</b>	<b>Responsibility</b>
<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• Identify the intended purpose for the visit and the planned learning benefits.</li> <li>• Carry out a preliminary visit to identify risks/changes to risk.</li> <li>• Complete Risk Assessment and Visit Planning form and ensure they are approved.</li> <li>• Ensure Risk Assessment is very carefully fleshed out with ALL potential risks.</li> <li>• If the visit is a repeat, update the risk assessment and visit plan each time, ensuring the NUMBER OF CHILDREN ON THE VISIT is accurate. Ensure correct ratios are met or bettered (1:12 KS2, 1:6 Reception/KS1 (1:10 for Y3+ on off-island trips)).</li> <li>• Plan for children who need specific support (who will accompany them/ take responsibility)</li> <li>• Ensure helpers have DBS checks or are appropriate to the role. Without a DBS check helpers must not have unsupervised access to children and cannot help regularly (once a week or three times a month or overnight or with swimming). Helpers must not be left in sole charge of the group, unless this is part of the risk assessment and appropriate safeguards have been put in place (e.g. walking a group around Durrell, but mobile phone numbers of Group Leader has been shared in case of emergency).</li> <li>• Identify all staff involved, and appoint a Deputy Leader.</li> <li>• Ensure travel times allow for possible traffic delay on the journey out and back and agree drop off and pick up locations.</li> <li>• Seek support from the EVC as needed to assist with the planning of the trip.</li> <li>• If visiting a provider such as a water sports centre, then written assurance should be obtained that the provider has assessed the risks and have safety measures in place. Check if they hold the Adventuremark or LOtC badge. If not, check if another provider does and use them.</li> <li>• For trips in category B and C, the person in charge of First Aid, must hold the First Aid at Work qualification.</li> </ul>	<p>Group Leader Headteacher/EVC</p>

<p><b>Safeguarding and Risk Assessment</b></p> <ul style="list-style-type: none"> <li>• Ensure that Risk Assessments ensure that children are safeguarded, considering the risks from the following: <ul style="list-style-type: none"> <li>○ The journey to the site</li> <li>○ The site itself</li> <li>○ Weather</li> <li>○ People/ animals</li> <li>○ Members of the public who may act inappropriately</li> </ul> </li> <li>• Teachers take steps to mitigate risk by having clear systems for managing risk. For example, behaviour management systems are shared with the children and other adults accompanying; the children walk in pairs, taking care that children are waking with children they are not going to mess about with; the teacher leads the line, and adult follows the last child; boundaries where the children may or may not go are clearly communicated; adults alert to dangers from members of the public or animals, etc. These are example only, and the teacher organising the trip is responsible for ensuring that there is a comprehensive risk assessment completed and shared with all staff.</li> </ul>	
<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Curriculum based trips should have been organised before the beginning of term and the dates and locations of the trips should be written in the class Term Letter.</li> <li>• Letters should be sent home to inform parents at least a week before the event (or if the visit is in Category B or C, to seek permission. Without a signed permission slip, the child cannot take part in the visit. Trips in Category B or C must be sent out no later than one month prior to the trip.)</li> <li>• A copy of the letter should be sent to the office.</li> <li>• Staff should take mobile phones and should exchange numbers.</li> <li>• All staff/helpers should be briefed about their role, the organisation and expectations before leaving. They should have copies of the risk assessments and an overview plan of the visit at an appropriate level.</li> <li>• If the group is being lead by a supply teacher/a teacher that is not the class teacher, there must be a meeting between these staff to ensure all information is passed on. It is the Group Leader’s responsibility to ensure this happens.</li> </ul>	Group Leader
<p><b>Organisation in advance</b></p> <ul style="list-style-type: none"> <li>• Ensure First Aid kit is taken (and nominate an appointed person), plan for any medical needs, SEN needs, travel and transport needs (including insurance for car travel) etc are organised in advance.</li> <li>• Consider a wet-weather plan or what to do if the visit needs to change due to unforeseen circumstances.</li> </ul>	Group Leader First Aider Secretary
<p><b>Organisation on the day</b></p> <ul style="list-style-type: none"> <li>• Ensure First Aider has checked the first aid kit is complete and has any other medicines needed by the children, such as inhalers.</li> <li>• Take copies of all paperwork with you, including a list of children who are coming on the trip, and their parents emergency contact numbers</li> <li>• Check the number of children leaving the building matches the number on the CURRENT REGISTER.</li> </ul>	Group Leader/ Class teacher/ Helpers/First Aider

<ul style="list-style-type: none"> <li>• Check the toilets and other shared areas before departure (last person out to sweep) to ensure all children are present.</li> <li>• The office MUST HAVE a class list showing the children you are taking out of the building.</li> <li>• Ensure that you have high expectations of the children and their behaviour, in line with the expectations in school.</li> <li>• Take time to explain the visit to the children and go through expectations and consequences. Explain the risks and what to do about them.</li> <li>• Ensure that the children know whose group they are in, and are clear about who they are walking next to or sitting with on the bus.</li> <li>• Do regular checks of numbers to ensure all children are present. Do this at least at every transition and before moving from one place to another.</li> <li>• If the group size is large, consider dividing the group amongst the adults to ensure easier management.</li> <li>• Ensure that a teacher leads the children and that an adult (preferably a member of staff) follows up the rear.</li> </ul>	
<p><b>Behaviour/Expectations/Safety</b></p> <ul style="list-style-type: none"> <li>• Fluorescent Bibs are to be worn by all children on any visit that includes walking to and from a place, or includes being in a public place.</li> <li>• Ensure behaviour management is very tight and precise.</li> <li>• If a child endangers themselves or another child and is no longer deemed to be safe on the visit, contact school and arrange for them to be collected.</li> <li>• Keep records of Near Misses and accidents on the trip and follow the Accident Reporting Policy, reporting any incidents to the Headteacher and EVC.</li> </ul>	Group Leader

Links to other policies/Guidance

- School Minibus Use Policy.
- DfE Accident Reporting Policy
- DfE Health and Safety Policy
- DfE Safeguarding Policy
- DfE Educational Visits Guidance

Review date May 2018

**St Mary's School Visit Planning /Risk Assessment Form**

**THIS FORM SHOULD BE HANDED TO THE HEADTEACHER AT LEAST 1 WEEK BEFORE TO THE VISIT.**

**(THIS FORM MUST BE RETAINED FOR 5 YEARS FROM DATE OF VISIT)**

Teacher:	Date/s of visit:	
Group leader:	Group size:	Ratio required: Actual ratio:
Visit to:	Date of letter to parents:	Copy sent to office: Y/N
Transport arrangements: (Coach confirmed, minibus booked/ drivers arranged?)	Preliminary visit completed Y/N. Date of Prelim Visit:	
<b>Learning Intentions of the visit:</b>	<b>Resources and organisation:</b>	
Timings breakdown/Itinerary:  Depart:  Arrive:  Return:	<u>Groupings: (attach precise details)</u>  <u>Resources to take:</u>  <u>Key Personnel (first aider etc):</u>  <u>Other details:</u>  <u>Emergency Mobile Phone Contact nos.</u>	

Names of helpers: (DBS Y/N) :

RISK RATING			
Table of Likelihood		Table of Severity	
5	Almost certain (1 in a 100 or less)	5	Fatality
4	Very likely (1 in a 1000)	4	Major injury or illness
3	Likely (1 in a 10,000)	3	Over 3 day injury or illness
2	Unlikely (1 in a 100,000)	2	Lost time Injury or illness
1	Very Unlikely (1 in a 1,000,000)	1	Minor injury or illness

		Severity				
		5	4	3	2	1
Likelihood	5	25	20	15	10	5
	4	20	16	12	8	4
	3	15	12	9	6	3
	2	10	8	6	4	2
	1	5	4	3	2	1

Individual pupils to be considered (Behaviour/Emotional/Social/ Learning/Medical Needs)	Likelihood	Severity	Risk Level	Control Measures

<b>GENERAL RISKS THAT HAVE BEEN CONSIDERED</b> (Could attached risk assessment for coach trip, walking to and from, weather etc). Hazard/Who affected	Likelihood	Severity	Risk Level	Control Measures

<b>SPECIFIC RISKS FOR THIS PARTICULAR TRIP</b> Hazard/Who affected	Likelihood	Severity	Risk Level	Control Measures

<b>Visit approved by the Headteacher/EVC:</b>	<b>Date:</b>
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<b>DEBRIEF OF THE VISIT:</b>
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