

Educational Visits

“Children should be able to experience a wide range of activities. Health and safety measures should help them to do this safely, not stop them.” (DfE Health & Safety: advice on legal duties and powers, 2014.)

School visits are an essential resource and help to ensure a broad and balanced curriculum. Each class teacher should aim to go on one visit each term. When planning for a visit, staff should consult with the relevant subject co-ordinator.

Introduction

This policy is written with regard to the advice of the DfE Guidance on Health & Safety (2014) and covers all educational visits that occur outside the school premises. This ranges from walks around the locality to residential visits. It also includes outdoor adventurous activities eg. Rope Runners.

Aims and Objectives for Educational Visits

Our fundamental aim at Loyola Prep School is to provide the best possible education for all our pupils. It is the aim of the school to place a high value on diversity, treating every member of the school community as an individual, and meeting the needs of all, taking account of ethnicity, culture, religion, language, age, ability and disability. Educational visits and outdoor and adventurous activities are an integral part of the pupils' education at Loyola Prep School. We offer opportunities to enrich the curriculum, enabling our pupils to have first hand experience of a wide range of topics and activities. On residential visits there is an opportunity to develop social skills which have a long lasting beneficial effect.

Nature of Educational Visits

- Half day visits to places of interest to support the curriculum.
- Day visits to places of historical, environmental, religious or other interest to support specific curriculum areas.
- An annual residential visit for children in Figures and Rudiments.

Personnel

The school's Educational Visits Co-ordinator (EVC) is the Deputy Headteacher, Mrs Christine Brown.

For each visit, of whatever duration, a Group Leader is identified.

The **Governing Body** also has a specific role to play in all Educational Visits:

- Ensuring that guidance is available to parents regarding the school policy, practices and procedures relating to the health and safety of pupils on educational visits.
- Ensuring that through the Headmaster, the EVC is supported in matters relating to educational visits and that she has the appropriate time and expertise to fulfil her responsibilities.
- Asking questions about a visit's educational objectives and how they will be met.

- Ensuring that through the Headmaster, the EVC has taken all reasonable and practicable measures to include pupils with special educational needs or medical needs on a visit.
- Ensure that they review procedures with the EVC on an annual basis.

The function of the **EVC** is to:

- Ensure educational visits meet the school's requirements.
- Support the Governors with approval and other decisions.
- Assess the competence of prospective leaders and staff.
- Ensure that Risk Assessment meets requirements.
- Organise training and induction.
- Ensure parents are informed and have given consent.
- Organise emergency arrangements.
- Keep records of visits, accidents or incident reports.
- Review systems and monitor practice.

The **Group Leader** has overall responsibility for the supervision and conduct of the visit, including direct responsibility for the pupils' health, safety and welfare.

The Group Leader must:

- Ensure the safety of the boys is paramount.
- Ensure all adults are aware that boys in their charge behave appropriately, do not take any risks and follow instructions at all times.
- Where possible, make a pre-visit in order to be able to plan for the visit and to check in advance the availability of essentials e.g. toilets, eating areas etc.
- Ensure a risk assessment is completed for each new venue, present it to the EVC for approval and signature; then file it in the Risk Assessment folder in the school office.
- Inform the headmaster of the visit, as he has ultimate and final responsibility for the boys, (whether he is present on the educational visit or not).
- Ensure the method of transport chosen has the safety of the boys in mind.
- Transport to be booked as early as possible. It is the group leader's responsibility to make sure the coach has been booked. It is the responsibility of the school office to book the transport.
- A permission slip that covers all day trips across the year is signed when a new child starts in the school.
- It is the group leader's responsibility to keep a record of parent permission slips.
- Ensure there is at least one adult for every ten boys for KS2, one adult for every six boys in KS1, and one adult for every four boys in EYFS.
- Ensure boys not going on the visit are set appropriate work or other arrangements are made.
- Take a class list with boys' medical requirements (as provided by Miss Baker), school mobile phone and emergency contact numbers.
- Check procedure for adult volunteers/parents.
Residential trips require a signed reply slip from parents.

Adult volunteers/parents who are not teachers at the school must read the document "The Role and Responsibilities of Parent/Volunteer Helpers on School Trips (available from the School Office.) This covers the following points:-

- Understanding their relationship to the pupils and teachers.
- Recognise the limits of their responsibility.
- Ensure that they are not left in sole charge of pupils.

- Follow instructions from teachers.
- Raise concerns for pupil welfare with the Group Leader.

Risk Assessment

Risk assessments are made for all Educational Visits. Risk assessments must be simple, manageable, proportional, suitable and sufficient. The system must:

- Identify significant hazards.
- Assess the risk of harm.
- Put control measures in place.
- Check if anything else is needed.
- Use a simple assessment language – high/medium/low.
- Risk assessment considers the site and its environment, the group, the activity and the leaders.
 - A risk assessment template is available from Mrs Brown.
 - A file of all completed risk assessments is available for consultation, in the school office.

Additional advice in relation to the threat of terrorism:

The general advice is to continue as planned, but:

- be especially vigilant (staff should be doing this anyway);
- keep an eye on the news for any changes;
- avoid any areas which the Police state to avoid;
- ensure that you have a 'Plan B' in place for the day, if necessary;
- Continue to undertake due diligence and dynamic risk assessment.

Further points to bear in mind are:

- Consider increasing supervision ratios from normal arrangements. If, for example, small groups of older pupils are allowed to spend short periods of time indirectly supervised by staff, consider removing this additional freedom;
- stay alert to local and national news before and during the trip;
- carefully consider the relative benefits of visits to religious or political venues and events that could be considered higher risk;
- assess the various additional needs (medical etc.) of the pupils and their ability to react and respond to dynamic situations;
- remind pupils to remain vigilant and alert, reporting anything suspicious to trip leaders;
- Brief participants what to do if separated from each other in the event of a security incident. This should include designating specified physical meeting points and contact telephone numbers for staff. Remember that mobile phones may not work in the immediate hours after an incident, so it is additionally important to designate a meeting location;

- consider providing all participants with a printed emergency contact card with the School/House's landline telephone number on it;
- each leader should carry an attendee list with all participant details, including medical conditions (and, where necessary, parental contact details);
- carry water and snacks on visits in case of travel disruption and long delays, especially in warmer months or climates;
- carry additional personal medication in case of long delays; and
- Be additionally vigilant in crowded places such as shopping centres and travel hubs.

C. Brown

Reviewed June 2017

To be reviewed June 2018