

Marton-cum-Grafton C.E. (VA) Primary School

Policy for off site (Educational) Visits

This policy was written in May 2004, and will be reviewed when national or LEA guidance changes

Responsibilities

The Headteacher is currently the Educational Visits Co-ordinator, and is responsible for ensuring that activities are supervised by Group Leaders of suitable competence. **For every educational visit there will be a Group Leader who plans and manages the whole visit.**

The following guidance for Group Leaders is taken from the DfES publication *Health and Safety of Pupils on Educational Visits – a Good Practice Guide* (HASPEV)

Risk assessment

The risk assessment process:

1. Draw up a plan and timetable for the visit
2. Consider what may go wrong
3. If necessary, adjust the plan to reduce the risks

Educational visits planned for our pupils will generally be activities that present no significant risks. Where higher risk activities are planned, we will always work with other trained professionals e.g. at East Barnby for Outdoor Education or Kingswood Activity Centre.

Appropriate written evidence of risk assessment could be:

- Reference to the generic risks associated with the planned activity
- A list of any site specific hazards, together with control measures which take account of the age and abilities of the group

Risk assessment does not end when the visit begins. Changes to the weather, unforeseen incidents, illness – all or any of these may give rise to the need to re-assess risk. On-going risk assessments will entail judgements and decisions made as the need arises, and will not normally be recorded until after the visit, if at all.

Whatever happens, **Group leaders should trust their own knowledge of the young people and use their own professional judgement.** This may include challenging an activity leader or other adult where the group leader's knowledge of the group is superior, or intervening to prompt a change of plan.

The attached **Error! Reference source not found.** on page **Error! Bookmark not defined.** will be helpful for Group Leaders in ensuring that nothing is forgotten. A copy should be provided for the Headteacher before setting off, together with a copy of

relevant risk assessments and details of the plans for the visit. Group Leaders should always carry a mobile phone.

Supervision

An activity should normally have sufficient adults taking part to provide following minimum ratios: These ratios are a guidance:

1 adult to between 10 and 15 pupils in Years 4 to 6;

1 adult to 6 pupils in Years 1 to 3;

1 adult to 3 pupils in Early Years.

Any trip will require a minimum of two adults. However, these are minimum requirements, and may not provide adequate supervision in all cases.

Responsibilities

The Group leader is responsible overall for the group at all times. In delegating supervisory roles to other adults in the group, it is good practice for the group leader to:

- 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 group leader for the supervision of the pupils assigned to them
- ensure that all adults and pupils are aware of the expected standards of behaviour

It is good practice for each supervisor to:

- 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 - 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 group leader/other supervisors if needing help
- have prior knowledge of the venue – the group leader should normally have made an exploratory visit
- 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

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

Head counts etc.

Whatever the length and nature of the visit, regular head counting of pupils should take place, particularly before leaving any venue. It is good practice for all supervisors to ensure that pupils are readily identifiable, especially if the visit is to a densely populated area. School uniform can help identify group members more easily.

'Buddy' system

Each child is paired with a buddy. Each regularly checks that the other is present and is OK. A variant of this is the 'circle buddy' system – the pupils form a circle at the start of the visit so that each pupil has a left side buddy and a right side buddy. He or she will check on these when asked. Thus two pupils cannot vanish together and not be missed (as might happen with paired buddies).

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 group members are aware of the changeover.

Travel

A driver cannot safely drive and supervise children at the same time. Group leaders should ensure that:

- transport by road has seat belts and that the pupils wear them
- there is adequate supervision at all times when travelling
- standards of behaviour are met, and in particular that drivers are not distracted
- head counts are carried out when the group is getting off or onto transport

Use of parents cars

There may be occasions when we decide to use parents' cars for transport. In such cases we follow NYCC guidelines. All drivers should preferably have CRB clearance and must:

- complete a copy of the attached statement of personal circumstances for submission to the Headteacher
- hold a valid driving licence for private cars
- be competent
- obey speed limits
- provide copies of insurance certificate and current MOT certificate (if applicable)
- have seat belts for all passengers
- ensure that children are handed over to a member of school staff at the end of the journey
- not smoke or be under the influence of any drugs for the duration of the journey and visit

Residential visits

Remote supervision

Supervision can be close or remote, but is always 24 hours:

- Close supervision occurs when the group remain within sight and contact of the supervisor.
- Remote supervision occurs when, as part of planned activities, a group works away from the supervisor but is subject to stated controls. The supervisor is present though not necessarily near or in sight, but his or her whereabouts are known.
- Down time (or recreational time), for example during the evenings, may involve close or remote supervision, but should not be unsupervised - the supervisors continue to be in charge.
- It is essential that everyone involved in the visit understands the supervision arrangements and expectations.

When supervision is remote:

- Pupils will be familiar with the environment or similar environments and have details of the rendezvous points and the times of rendezvous.
- Clear and understandable boundaries will be set for the group.
- The supervisor will be in the expedition or activity area and able to reach the group reasonably promptly should the group need support in an emergency.
- There should be a recognisable point at which the activity is completed.

Down time

Group leaders should ensure that pupils continue to be properly supervised during downtime before, between and after activities, including the evenings on residential visits. A group occupied in study or activity is far safer than a group left to its own devices in an unfamiliar environment. Too much unstructured free time in a residential programme can allow time for mischief, bullying, homesickness and wandering off from the body of the group.

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.
- 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. 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.
- Apply the advice contained in 'Remote Supervision' above, adapted as necessary, if it is felt reasonable to allow pupils some time without close supervision.
- Occupy the group with mildly active, non-academic activities in the evening, e.g. craft activities, environmental activities, quizzes, team challenges, led-walks.

Night time

Group leaders should ensure that:

- Teachers (of both genders where appropriate) have sleeping accommodation on the same floor immediately adjacent to the pupils' accommodation.
- External doors must be made secure against intrusion and windows closed as necessary to prevent intrusion.
- All staff and pupils know the emergency procedures/escape routes in the event of a fire. Where windows and doors are locked against intrusion at night, ensure that alternative escape routes are known and that all fire doors function properly.

Emergency procedures

In the event of breakdown of a coach on the road, staff should telephone the police for advice.

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 group leader to:

- Ensure that all members of the group know what action to take if there is a problem.
- Hold, or ensure that other adults in the group hold, up-to date competence in first aid and other life saving 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, and 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.
- Arrange for children to use suitably factored sun protection creams and sun hats if necessary.

- Ensure that all pupils understand and follow the code of conduct.

Emergency procedures framework during the visit

If an emergency occurs on a school visit the group leader 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.
- Inform the school contact and provider/tour operator (as appropriate). The school contact number should be accessible at all times during the visit.
- 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.
- Notify insurers, especially if medical assistance is required (this may be done by the school contact).
- Ascertain phone numbers for future calls. Try not to rely solely on mobile phones.
- Write down accurately and as soon as possible all relevant facts and witness details and preserve any vital evidence.
- Keep a written account of all events, times and contacts after the incident.
- Complete an accident report form as soon as possible. Contact HSE or local authority inspector, 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. Refer media enquiries to a designated media contact in the home area.
- No-one in the group should discuss legal liability with other parties, nor sign anything relating to accident liability without clear advice from their LEA.
- Keep receipts for any expenses incurred – insurers will require these.

Advice on specific activities

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.

Group Leaders 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

Ensure that:

- there is adequate 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
- shoes are cleaned and then hands are washed on leaving the farm

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 round 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
- ride on tractors or other machines
- play in the farm area, or in other areas that are out of bounds such as grain storage tanks or slurry pits

The Chief Medical Officer's revised guidance suggests:

- gradually increasing ratios up to one adult for eight children for children between ages five and eight

Review

This policy is reviewed annually by School Governor, Mr Alex Robinson. January 2014

Date:

Named Teacher:

When Planning:	Responsibility	Date done
Check the date is free on the school calendar	Jill / Teacher	
Book Venue & ask for risk assessment	Jill / Teacher	
Book Coach*	Jill	
Book supply cover if needed	Jill	
Check pupil numbers before calculating costs for letter	Jill	
Send letter informing parents of trip & ask for helpers if needed	Jill	
Make trip folder & tick list & hand to Amanda	Jill	
Complete educational visits webpage & submit	Jill	
Send any paperwork needed off to venue	Jill / Teacher	
Tell kitchen staff if children are away over lunchtime	Jill	
Tell peripatetic music teachers if they are affected	Jill	
Collect payments from parents (if needed)	Amanda	
Carry out risk assessment	Teacher	
TEXT parents if they are/not needed as helpers	Teacher & admin together	
<i>* If parents are providing transport, ensure they are CRB checked (see yellow visits file) and that their vehicle is properly taxed, MOT'd and insured.</i>		
2 Days to go:		
Check permission slips have been returned and payments	Amanda	
Send reminder slips home if necessary	Jill/Amanda	
On the day:		
Take admission paperwork/payment	Teacher	
Take pupil contact details, medical details & mobile phone (all in blue trip file)	Teacher	
Take wrist bands	Teacher	
Take first aid kits, medications, inhalers etc. and bucket for coach	Teacher	
After the Trip		
Claim back travel costs if relevant	Amanda	
Pass coach confirmation letter and venue charges letter to Amanda for Invoice reconciliation	Jill	
File this sheet + tick list with risk assessment and permission slips	Jill	

Residential visits must have formal, written consent from the Governing Body.

Transport cost	£	Transport costs reclaimed	£	Balance (credit / debit)	£
Venue cost	£	Monies received from parents	£		
Total costs	£	Total Received	£	Parent	Helpers
Pupils expected		Pupils attending			
Cost per pupil	£				
Charge per pupil	£				

Use of parent’s or staff member’s car for school visits

Before you can use your car to transport children on a school visit, this form must be completed and returned to the school office, together with:

- Your driving licence
- Insurance certificate
- MOT certificate (if applicable)
- Evidence of CRB clearance

Name of driver:

Address:

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Telephone numbers:

Driving licence No.

Date issued:

Insurer:

MOT certificate date:

CRB clearance date:

Vehicle registration number

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School use only – parents need not complete this section of the form

MOT certificate seen:

Insurance documentation seen:

Driving licence seen:

CRB clearance seen:

Name:

Signed:

Date: