

Featherstone Primary School

Educational Visits and Residential Policy



Governing Board approval date: 26.06.24

Monitoring, evaluation and review: Every two years

Statement of intent

Featherstone Primary School understands that educational visits can be effective ways of motivating pupils by offering unique educational experiences that complement and enhance the classroom curriculum. The school aims to ensure that pupils are engaged in their learning and are given opportunities to explore this in more practical settings.

Educational visits are extremely beneficial. They give pupils opportunities not available in the classroom and so they enhance their knowledge and awareness of the world around them and encourages personal and social development. Visits will also further help to develop pupils' investigative skills and also encourage greater independence.

The school takes the health and wellbeing of our staff and pupils very seriously, especially when off-site on visits. This policy has been designed in line with DfE guidance and details our responsibilities for pupils and staff members while out on educational visits.

Legal framework

This policy has been created with regard to relevant legislation and guidance including, but not limited to:

- The Health and Safety at Work etc. Act 1974
- DfE (2018) 'Charging for school activities'
- DfE (2018) 'Health and safety on educational visits'
- HSE (2011) 'School trips and outdoor learning activities'
- DfE (2013) 'Driving school minibuses'

This policy should be used in conjunction with the following school policies:

- Behaviour Policy
- Health and Safety Policy
- Minibus Policy
- Equal Opportunities Policy
- DBS Policy

Definitions

'In loco parentis' means that the group leader of any educational visit has a duty of care over the pupils in place of a parent.

'School trip' means any educational visit, away-day or residential organised by the school which takes pupils and staff members off-site.

'Residential' means any school trip which includes an overnight stay.

Key roles and responsibilities

The **Governing Board** is responsible for:

- The overall implementation of this policy.
- Ensuring that this policy, as written, does not discriminate on any grounds including, but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Ensuring educational trips and visits positively impact on pupils' lives, teaching them new life skills and providing new experiences.
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The **Headteacher** is responsible for:

- The day-to-day implementation and management of this policy.
- Appointing an educational visits co-ordinator.
- Liaising with the educational visits co-ordinator.
- Ensuring the educational visits co-ordinator is competent to oversee the co-ordination of off-site education, and arranging for training to be undertaken as necessary.
- Overseeing the work of the educational visits co-ordinator, ensuring a whole-school approach is adopted when planning and co-ordinating extra-curricular trips and activities.
- Ensuring there are contingency plans in place in the event of a member of staff being absent on the day of the trip or activity.
- Promoting good safeguarding, health and safety and GDPR practices to ensure the safety of pupils.
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The **Educational Visits Co-ordinator** has overall responsibility for:

- Overseeing all issues and controls regarding educational visits.
- Working with staff/trip leaders to assess and manage risks.
- Ensuring the systems and procedures for dealing with educational visits adhere to the requirements of this policy and that safety measures are in place prior to each trip or activity.
- Ensuring the appointment of an appropriate member of staff to be the designated leader of the trip.
- Ensure that all documentation is in-place prior to a trip.
- Ensure that communication with the School Office is in-place so that they are aware of the details of the visit.

The **Class Teachers (Trip Leaders)** are in charge of the trip and are 'in loco parentis' and so have a duty of care to all pupils on the trip. They are also responsible for:

- Checking the schedule is free on the school calendar prior to planning an educational visit.
- Identifying the educational purposes and presenting its benefits to the Curriculum Leader.
- Completing all essential documentation, including a risk assessment and costing.
- Informing parents four weeks in advance of the trip.
- Understanding and operating health, safety and GDPR measures throughout the planning stage.
- Delegating responsibilities to other staff members on the school trip.
- Ensuring all adults on the trip are aware of their responsibilities and that the necessary checks have been carried out on volunteers in line with the DBS Policy.
- Communicate with the School Office so that they are aware of the details of the visit.

- The person organising the trip needs to ensure that any accompanying members of staff and volunteers are aware of the requirements on this policy.

The Planning Stage

It is essential that formal planning takes place before taking children off site. This involves considering the dangers and difficulties which may arise and making plans to reduce them. Before booking a visit, the teachers should complete the necessary paperwork and obtain a written or documentary assurance that the tour operator has assessed the risks and have appropriate safety measures in place.

In order to book a trip or educational visit, the following process must be followed by all teachers:

1. Authorisation for school trip (trip request form – this should be signed by the EVC, HT or DHT before coach bookings can take place).
2. Request for costing of coach.
3. Letter to parents.
4. Pre-visit and risk assessments (specific, generic and venues).
5. Necessary school paperwork to be completed (volunteers' agreement, groups and itinerary and any other documents).
6. The necessary paperwork for an educational visit or trip must be completed by the teachers and shared with all of the other adults who are supervising the trip. This risk assessment must be shared and signed by all adults accompanying the children on the visit.
7. Ensure that any parents or volunteers accompanying children must be prepared beforehand with information of the venue and the activities to take place.
8. A volunteer agreement must be signed by any volunteers.
9. It is essential that the trip paperwork is handed in to be checked by the Educational Visits Co-ordinator five school days before the date of the visit.

The group leader/trip organiser should take the following factors into consideration:

- The type of visit/activity and the level at which it is being undertaken.
- The location, routes and modes of transport.
- The competence, experience and qualifications of supervisory staff.
- The ratios of teachers to pupils.
- The group members' fitness, competence and temperament and the suitability of the activity.
- The special educational or medical needs of pupils.
- The quality and suitability of available equipment.
- Seasonal conditions.
- Emergency procedures.
- How to cope when a pupil becomes unable or unwilling to continue.

The need to monitor the risks throughout the visit:

The teachers and other staff should monitor the risks throughout the visit and take appropriate action as necessary.

Other considerations which should form part of the planning stage include:

- Communication arrangements.
- Supervision ratios.
- Contingency measures for enforced change of plan or late return.
- Preparing pupils.
- Emergency arrangements i.e. injury or loss of a child, lockdown or fire drill at the venue.
- Arrangements for sending pupils home early.

Before departing on an Out-of-School Visit the following should be in place:

A copy of the list of participants (pupils plus staff/helpers) is to be lodged with the appropriate school office immediately before departure. This can be easily accomplished by supplying a copy of the Visit Details form, which is completed as part of the administrative process.

Mobile telephones (own or school's) should be carried by adult participants. If possible, there should be at least two telephones per party (unless the party is very small / has only one adult involved).

A suitable member of staff, who will remain contactable and who will be available, must be designated as the Emergency Contact for any trip outside normal school hours. Full details of the visit, including the itinerary, should be available to this member of staff.

First Aid

On any trip, the group leader should have a good working knowledge of first aid and ensure that an adequate first aid kit is taken. At least one member of staff must be first aid paediatric trained.

The minimum first-aid provision for a visit is:

- A suitably-stocked first-aid bag.
- A person appointed to be in charge of first-aid arrangements.

Other considerations should include:

- The numbers in the group and the nature of the activity.
- The distance to the nearest hospital.
- Emergency contact details for parents.

Equal opportunities

The school promotes values of equality and does not discriminate against any individual or group of pupils when organising a trip.

The extra-curricular trips and activities offered to pupils will provide new experiences and develop life skills.

Extra-curricular trips and activities are organised, managed and conducted in accordance with the school's policies.

Safe use of minibuses and seatbelts

The **health and safety officer** is responsible for arranging the annual maintenance of the minibuses, including MOTs and road tax.

The use of minibuses will be organised in accordance with the **Minibus Policy**.

The driver will have a current driving licence, be aged 25 years or over and hold a full licence in at least a category D PCV in order to drive on a domestic school trip.

Category B PCVs may be acceptable in certain circumstances, as outlined in the

Minibus Policy.

Drivers will complete the relevant form from the **school office** and supply a photocopy of their driving licence.

Internal damage to the minibus is the responsibility of the individual or organisation using the minibus. The school will decide who is responsible for covering the cost of any repairs.

The minibus will carry strictly one person per seat and seatbelts must be worn at all times.

Fines incurred will be paid by whoever was driving the minibus at the time the offence was committed. Start and finish mileage, along with any potential risks, defects or damage identified, will be reported upon return to the school.

The following staff members hold the required licence and have completed specific training which allows them to drive the school minibus:

Supervision on Transport

The Class Teacher is responsible for the party at all times, including maintaining good discipline.

All group members should be made aware of the position of the emergency door and first-aid and anti-fire equipment on transport.

Factors that the group leader should consider when planning supervision on transport include:

- Safety when crossing roads – pupils need to know how to observe the safety rules set out in the Highway Code and the Green Cross Code.
- Appropriate supervision and discipline should be maintained at all times.
- Drivers of buses and coaches must comply with legislation covering maximum periods of driving and minimum rest periods.
- Head counts, by the group leader or another delegated teacher, should always be carried out when the group is getting off or onto transport.
- Responsibility for checking that seat belts are worn.

- Travel sickness tablets should only be administered to a pupil with previous authorisation from the parents.

Hiring Coaches and Buses

The Office Manager is responsible for ensuring that coaches and buses are hired from a reputable company. Operators must have the appropriate public service vehicle (PSV) operator's licence. When booking transport, all adults should ensure that seat belts are available for pupils. Whilst seat belts must be fitted on coaches which carry groups of children, they are not legally required on buses. Buses where seat belts are not fitted are not normally appropriate for visits involving long journeys.

If any of the group use a wheelchair, the class teacher should ensure that transport used has appropriate access and securing facilities.

Transport

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

- Arrive on time and wait for transport in a safe place.
- Do not rush towards the transport when it arrives.
- Wear your seatbelt and stay seated whilst travelling on transport.
- Never tamper with any of the vehicle's equipment or driving controls.
- Bags must not block aisles or cause obstructions.
- Never attempt to get on or off the moving transport.
- Never lean out of or throw things from the window of the transport.
- Never kneel or stand on seats.
- Never disturb or distract the driver.
- If you feel unwell, tell a teacher or supervisor.

Staffing ratios

Ratios are important in maintaining the health and safety and general wellbeing of all children on a school trip. Conversations with the Educational Visits Co-ordinator should take place to determine the exact number of adults needed for the trip, which will include discussions about:

- The venue.
- The length of stay.
- Number of children going on the trip.
- Medical needs (i.e. complex).
- Behavioural issues.

As a guide, the ratio for visits is:

- EYFS: 1 to 6 (5 adults per class of 30)
- Key Stage One: 1 to 8 (4 adults per class of 30)
- Key Stage Two: 1 to 10 (3 adults per class of 30)

To assist with safety of the trips:

- Regular head counting of pupils should take place, particularly before leaving any venue.
- The group leader should establish rendezvous points and tell pupils what to do if they become separated from the group.
- For the protection of both teachers and adults, all teachers should ensure that they are not alone with a pupil wherever possible.
- Some non-residential visits with mixed groups will need a teacher from each sex.
- The suitability of potential supervisors should be assessed by the group leader and Head Teacher at an early stage of the planning process. Similar considerations should be made for adults who have no supervisory role but who wish to take part in the visit.
- All adult helpers, including teachers and parent/volunteer helpers, must understand their roles and responsibilities at all times. Supervisors should be aware of any pupils who may require closer supervision.

Managing behaviour in school: Specific sanctions for educational visits, including residential visits and Y6 Leavers

In order for children to remain well-behaved and make the right choices, school recognise that additional sanctions may be required for some cohorts of children in the run-up to very special events. Special events include all off-site educational visits, overnight residential visits, on-site treats (i.e. reindeer visits at Christmas) and specific on-site Y6 Leavers treats (i.e. production, day visits, shirt signing, etc.) where exemplary behaviour is required. On these occasions, school will write to parents and inform/remind them of our “Three Strike System.”

The Three Strike System is a process where, in the run-up to off-site educational visits, residential visits, special in-school events and Y6 Leavers treats, if a child makes a poor behaviour choice/breaks the school Pledge, they will lose one of their strikes. Parents will always be informed on the same day when a child loses a strike. If a child loses all three strikes on the run-up to the off-site educational visit, special event, residential visit or Y6 Leavers treat, then they will not be able to participate in this with their classmates.

Typical reasons that strikes will be lost for include, but are not limited to, the *serious unacceptable behaviour* listed in the Behaviour Policy, and also consistent displays of behaviour from the *low-level unacceptable behaviour* list, also listed in the Behaviour Policy.

In the event of a child losing all three strikes in the run-up to off-site educational visits, residential visits, special in-school events and Y6 Leavers treats, if parents have paid any money towards the event, partial or full refunds will not be given.

Please also see: Charging and Remissions Policy with regards to refunds.

Pupils with Special Educational and Medical Needs

Every effort should be made to include pupils with special educational or medical needs. Special attention should be given to appropriate supervision ratios, and additional safety measures may need to be addressed at the planning stage.

The following factors should be taken into consideration:

- Is the pupil capable of taking part in and benefiting from the activity?
- Can the activity be adapted to enable the pupil to participate at a suitable level?
- Will additional/different resources be necessary?
- Will additional supervision be necessary?

Enquiries should be made at an early stage about access and facilities for securing wheelchairs on transport and at residential centres, etc.

All teachers supervising the visit should be given the opportunity to talk through any concerns they may have about their ability to support the child. Extra help should be requested if necessary.

If teachers are concerned about whether they can provide for a pupil's safety or the safety of other pupils on a trip because of a medical condition, they should seek general medical advice from the School Health Service or the child's parents.

The teacher in charge should discuss the visit with the parents of pupils with SEN to ensure that suitable arrangements have been put in place to ensure their safety. Where necessary the teacher should take advice from the SENCo or Head Teacher if they have concerns.

Pupils with Medical Needs

All teachers supervising visits should be aware of a pupil's medical needs and any medical emergency procedures. If the pupil's safety cannot be guaranteed, it may be appropriate to ask the parent to accompany a particular child.

Parents should be asked to supply:

- Details of medical conditions.
- Emergency contact numbers.
- The child's GP's name, address and phone number.
- Written details of any medication required (including instructions on dosage/times) and parental permission to administer.
- Parental permission if the pupil needs to administer their own medication or agreement for a teacher to administer.
- Information on any allergies/phobias.
- Information on any dietary requirements.
- Information on any toileting difficulties.

The Financial Planning stage

The group leader should ensure that parents have early written information about the cost of the trip. Parents should be given enough time to prepare financially for the trip (at least 4 weeks).

Emergency procedures

If an emergency occurs on a school visit, 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 for them.
- Ensure that all group members who need to know, are aware of the incident and that all group members are following the emergency procedures.
- Ensure that a teacher accompanies casualties to hospital and that the rest of the group are adequately supervised at all times and kept together.
- Notify the police if necessary.
- Inform the school contact. (Head Teacher / Office Manager)
- 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).
- Notify insurers, especially if medical assistance is required.

Notify the tour operator. This may be done by school contact.

- Write down accurately and as soon as possible all relevant facts and witness details and preserve any vital evidence.
- Complete an accident report form as soon as possible.

No one in the group should discuss legal liability with other parties.

The main factors for the school contact to consider include:

- Ensuring that the group leader is in control of the emergency and establishing if any assistance is required from the home base.
- Contacting parents. The school link is the contact between the group and parents. Parents should be kept as well informed as possible at all stages of the emergency.

After a Serious Incident

It is not always possible to assess whether uninjured group members have been traumatised or whether pupils or staff in school have been affected. Schools in this situation have sometimes found it helpful to contact local community support services and to seek professional advice.

Actions to be taken following the conclusion of the emergency:

A decision must be made in consultation with the Emergency Contact either to continue the out-of-school event or to return to the school. If you are unsure seek immediate advice from the Head Teacher.

If the event is to continue, the organiser must be sure that sufficient (and suitable) supervision is available for the remaining pupils.

Where necessary, the organiser is to be kept informed about the progress of the repatriation so that the remaining pupils are kept up to date.

