Chuckery Primary School

Organising Offsite Visits Policy

2019 – 2020
(Updated May 2019)
Rationale
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.

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 at Chuckery Primary School. This is to be used in conjunction with the flow chart (Appendix A) as a timeline guide.

Head Teacher
The Head Teacher at Chuckery will ensure that:

- An educational visits coordinator has been appointed who can provide the appropriate advice and support the planning and evaluation process
- all necessary actions have been completed before the visit begins.
- the risk assessment is complete and that it is safe to make the visit;
- 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 knows the location of the activity;
- all supervisors on the visit are appropriate people to supervise children and have appropriate clearance;
- the governing body has approved the visit if necessary;
- parents have signed consent forms;
- 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 parents and the staff’s 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 Teacher. (This will be the phase leader or most senior teacher in the phase.)

The following table outlines the responsibilities of the group leader

<table>
<thead>
<tr>
<th>What</th>
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<tr>
<td>Discuss the trip with the Head Teacher to discuss viability of the trip, its purpose and the necessary pupil:staff ratios. Complete Trip Form. Head Teacher to sign Trip Form.</td>
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<tr>
<td>Issue Trip Form to office staff, discuss transport and venue requirements with office staff and request provisional costings. The coach company must be asked to provide details of the number of seats available on the vehicle(s) they will be providing to ensure these are adequate for the visit.</td>
<td>(Office staff with issue costings to Head Teacher to obtain authorisation to book; then they will write to parents to obtain payment and consent.)</td>
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<tr>
<td>Appoint:</td>
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<td>* a deputy group leader</td>
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<td>* a first aider with overall responsibility for delivering first aid and organising necessary equipment</td>
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<tr>
<td>* other staff to be involved in the trip</td>
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<tr>
<td>Undertake and complete the planning and preparation of the visit in conjunction with the education visits coordinator.</td>
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<tr>
<td>Undertake and complete a comprehensive risk assessment with the support of the Education visits coordinator. The risk assessment should be based, on where possible, a pre visit to the venue. Where necessary a copy of the venue's own risk assessment should be obtained</td>
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<td>Organise a further meeting with the EVC to share arrangements, review risk assessments, staff involved, transport and itinerary for the day</td>
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<td>Inform head teacher of any children whose parents do not wish them to attend the trip. Make arrangements for these children with other class teachers</td>
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<tr>
<td>Allocate groups of children to staff but <strong>not</strong> to themselves including lists of whether they provide their own lunch or school provides a lunch</td>
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<tr>
<td>Allocate children and adults to each coach in the case of more than one coach</td>
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<tr>
<td>Meet with all staff involved in the trip ensuring they are clear about the itinerary for the day and their responsibilities including the time they need to be in school. Provide each member with a clear itinerary for the day.</td>
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<td>Ensure that pupils understand their responsibilities (see responsibilities of pupils below)</td>
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<td>Ensure all equipment to be taken on the trip is ready for loading onto the coach and by the door the day before the trip</td>
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<tr>
<td>Ensure lunches are ready and arrange collection</td>
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- Ensure they have emergency contact details and relevant permission letters for every child and take these ready to take on the trip
- Ensure all staff have collected the pupils they are responsible for and are ready to leave
- Oversees the loading of the coach(es) on the day of the trip including lunches for children who receive a school packed lunch, equipment and children
- Ensure staff and children are appropriately seated on the planned coach
- Ensures EVC have details of the children on each coach and all those attending the visit.
- Have regard to the health and safety of the group at all times.
- Oversee the day ensuring all groups are appropriately supervised and cared for
- Ensure the staff and children are ready to leave the venue at the agreed time and on the pre arranged coach
- Contact the head teacher and advise of the approximate return time. Keep school informed of any potential changes to the arrival time.
- Ensure children are collected by agreed adults

### The following table outlines the responsibilities of the EVC

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<tr>
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<tr>
<td>Undertake and complete the planning and preparation of the visit in conjunction with the Visit Leader</td>
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<tr>
<td>Undertake and complete a comprehensive risk assessment with the support of the Visit Leader and SEND if required. The risk assessment should be based, on where possible, a pre visit to the venue. Where necessary a copy of the venues own risk assessment should be obtained</td>
</tr>
<tr>
<td>Organise a further meeting with the Visit Leader to share arrangements, review risk assessments, staff involved, transport and itinerary for the day</td>
</tr>
<tr>
<td>Ensure Visit Leader has emergency contact details and relevant permission confirmation for every child and take these ready to take on the trip</td>
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<tr>
<td>Ensures office staff have details of the children on each coach and all those attending the visit.</td>
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</table>

### The following table outlines the responsibilities of the Administration Team

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<tr>
<td>Upon receipt of Trip Form, discuss transport and venue requirements with Visit Leader and request provisional costings. The coach company must be asked to provide details of the number of seats available on the vehicle(s) they will be providing to ensure these are adequate for the visit.</td>
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<tr>
<td>Issue costings to Head Teacher to obtain authorisation to book and obtain confirmations.</td>
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<tr>
<td>Forward confirmations to EVC</td>
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<tr>
<td>Write to parents to obtain payment and consent. Track Consent.</td>
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</table>
Inform head teacher of any children whose parents do not wish them to attend the trip.

Provide kitchen staff with provisional details of the trip

Issue Visit Leader with a list of whether they provides their own lunch or school provides a lunch

Provide kitchen staff with final numbers for the trip

Ensure children are collected by agreed adults

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

Teachers on school-led visits act as employees of the LA or of the Governing Body. They will therefore be acting in the course of their normal employment during their normal hours. Teacher and other adults on the visit must:

| If providing 1-2-1 Support, discuss trip with SEND and EVC if specific concerns or requirements are required |
| Ensure staff they normally support are aware they are on a trip |
| Ensure their playground duties etc are covered by another member of staff |
| Ensure they attend the pre trip meeting with the group leader and fully understand the planning and risk assessments for the trip. |
| Ensure they have collected any equipment as directed by the group leader and this is ready for loading by the coach drivers as soon as the coach arrives, the day before the trip. |
| Ensure they are appropriately dressed for the trip. |
| Arrive at least 15 minutes before the children are due to arrive. |
| Collect the children they have been allocated ensuring the class teacher is aware if any children are absent. |
| Ensure their groups have lunches (where school will not be providing a lunch), appropriate equipment and been to the toilet. |
| Once directed supervise their group onto the allocated group, quickly seat the children and themselves. (the group leader will check seat belts, sick bags etc.). |
| Monitor the group they have been allocated at all times, including on the coach, regularly checking numbers. |
| Follow the instructions of the group leader. |
| Ensure the health and safety of everyone in the group. |
| Ensure their group are on the correct coach quickly seated. |
| Support the group leader in handing children to parents. |
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.

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 Residential visits or over night stays.

The group leader should also tell parents how they can help prepare their child for the visit by, for example, reinforcing the visit’s code of conduct.

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.

Planning off-site visits
However far or near or long or short the visit is 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 is responsible for planning all off-site visits. In practice, the detailed planning is delegated to the EVC and group leader, but the Head Teacher must be satisfied that the person(s) planning the visit are qualified to do so and have the necessary experience.

The group leader must agree all plans with the Head Teacher before any coaches are booked or letters sent to parents.

Risk Assessment
A risk assessment should always be carried out before setting off on a visit, using the agreed Risk Assessment Evaluation Form. The risk assessment will decide the adult:child ratio for each visit. (See Guidance under ‘Supervision’). 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 staff should continually reassess the risks throughout the visit and take appropriate action if pupils are in danger.

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 visit**

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 young people.

If it is not feasible to carry out an exploratory visit, a minimum measure should be to contact the venue, request their own risk assessments and seek assurances about the venue’s appropriateness for the visiting group.

**First Aid**

First Aid provision should be considered when assessing the risks of the visit. At least 1 first aider should be included in all trips.

On every trip, the group leader should appoint a trained first aider to be in charge of first-aid arrangements: This person should ensure:

- a suitably stocked first-aid kit is carried by all first aiders at all times during the trip and these are prepared well in advance and issued on the day of the trip.
- adequate equipment is carried on any coaches required to cope with travel sickness.
- All sick bags, buckets etc should be organised the day before the trip and by the front door the night before the trip ready to go on the coach as soon as it arrives.
- Appropriate Body Fluid kit is taken and used if necessary.

**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:

- sex, age and ability of group;
- special needs pupils;
- nature of activities;
- experience of adults in off site supervision;
- duration and nature of the journey;
- type of any accommodation;
- competence of staff, both general and on specific activities.

Group leaders should discuss the necessary ratio with the Education visit coordinator as soon at the very start of the planning stage and the ratio and number of staff needed shared with the head teacher when the initial agreement for the trip is sought.
Regardless of these suggested ratios, each visit will be assessed individually through the school's risk assessment procedure for educational visits. These ratios do not include residential visits.

Where a high adult:pupil ratio is required, it is not always feasible to use school staff alone. Parents with appropriate clearance 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.

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.

If the school is leading an adventure activity, such as canoeing, the LA or Governing Body must ensure that the group leader and other supervisors are suitably qualified to lead and instruct the activity before they agree that the visit can take place. Qualifications can be checked with the National Governing Body of each sporting activity.

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.

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 and how they should act to ensure their own and other's safety.

Pupils should be involved in planning, implementing and evaluating their own curricular work and have opportunities to take different roles within an activity. This could include considering any health and safety issues.

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. On residential visits the group leader should consider whether such pupils will return home early.

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 and pupils
Pupils using transport on a visit should be made aware of basic safety rules including:
- arrive on time and 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 have to cross roads to get to the transport always use the Green Cross Code
- if you feel unwell while travelling, tell a teacher or the person who is otherwise responsible for the group.

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 them 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.

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 in included in letter to parents / guardians prior to a visit:
- dates of the visit;
- times of departure and return;
- mode(s) of travel including the name of any travel company;
- details of accommodation with security and supervisory arrangements on site;
- names of leader, or other staff and of other accompanying adults;
- visit’s objectives;
- details of the activities planned and of how the assessed risks will be managed;
- clothing and equipment to be taken;
- money to be taken;
- the information to be given by parents and what they will be asked to consent to.

Parental consent
Chuckery Primary School will seek consent for:
- visits involving young children;
- adventure activities;
- visits abroad;
• other residential visits.

If parents withhold consent absolutely 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. If the parents give a conditional consent the Head Teacher will need to consider whether the child may be taken on the visit or not. The School's parental consent form should be completed for each pupil in the group.

Coastal visits
Group leaders and other teachers should be aware that many of the incidents affecting school children have occurred by or in the sea. There are dangers on the coast quite apart from those incurred in swimming. The group leader should bear the following points in mind in the risk assessment of a coastal activity:
• tides and sandbanks are potential hazards so timings and exit routes should be checked;
• ensure group members are aware of warning signs and flags;
• establish a base on the beach to which members of the group may return if separated;
• look out for hazards such as glass, barbed wire and sewage outflows etc;
• some of a group’s time on a beach may be recreational. Group leaders should consider which areas of the terrain and sea are out of bounds;
• cliff tops can be highly dangerous for school groups even during daylight. The group should keep to the path at all times. Group leaders should consider whether it is safe for pupils to ride mountain bikes on coastal paths.

Swimming
Swimming and paddling in the sea or other natural waters are potentially dangerous activities for a school group. Swimming in the sea on a coastal visit, will not be allowed for Chuckery Primary School children. Paddling will only be allowed as part of a supervised activity, preferably in recognised bathing areas which have official surveillance. Pupils should always be in sight of their teachers. One teacher should always stay out of the water for better surveillance. Where paddling is to be allowed on a visit, a ratio of 1 adult : 4 children is a minimum.

Farm visits
Chuckery Primary School recognises that farms can be dangerous even for the people who work on them. Taking children to a farm will be very carefully planned, and the risks to be assessed should include those arising from the misuse of farm machinery and the hazards associated with E coli 0157 food poisoning and other infections.

The proposed farm will be checked to ensure that it is well managed; that it has a good reputation for safety standards and animal welfare; and that it maintains good washing facilities and clean grounds and public areas. An exploratory visit should be carried out. The basis rules for a farm visit will be:
We will never let pupils:
• place their faces against the animals or their hands in their mouths after feeding them;
• eat until they have washed their hands;
• sample any animal foodstuffs;
• drink from farm taps (other than in designated public facilities);
• ride on tractors or other machines;
• play in the farm area.

This policy is used in conjunction with The LA provided and agreed Learning Outside the Classroom (LOtC) and Visits Policy.
Appendix 1

Signed

Print: Mr James Pearce
Date: 8th July 2019
Headteacher

Print: Mr. Neil Ravenscroft
Date: 8th July 2019
Chair of Governors

Document control number: CPS035-04