

St Christopher's CE Primary School



Educational Visit Policy

POLICY TYPE	NON-STATUTORY
OWNER	P&S
APPROVING COMMITTEE	P&S
REVIEW EVERY	4 YEARS
APPROVED BY	
POSITION	
DATE	27 th April 2017

St Christopher's CE Primary School

Vision Statement

A school where:

- *The uniqueness of individuals is respected and valued.*
- *The staff provide a safe and nurturing environment which supports children to approach their learning with an enquiring mind, courage and perseverance.*
- *Children's continually evolving needs are identified and they are equipped with the skills and motivation to succeed.*
- *All achievements are recognised and children learn to value their own successes.*

All within the loving support of our Lord Jesus Christ

St Christopher's CE Primary School has a distinctive Christian ethos which is at the centre of school life. We provide an inclusive, supportive and caring environment, shaped by Christian values in which children can learn and flourish. We welcome applications from all members of the community without reference to ability or aptitude, and irrespective of whether they are of the Christian faith, another faith or no faith, but we expect parents to respect the Christian ethos of our school.

Rationale

As a school we value the role of educational visits and regard them as an important part of school life.

To enable children and staff to gain a full and enjoyable educational visit it is essential that the following guidelines and policies are adhered to:

The range of activities covered by this document include:

- Residential Activities.
- Day Visits using transport
- Day or Part Day Visits on foot
- After School Sporting Activities
- Swimming Pool Visits
- Farm Visits

School Visits benefit young people in many ways, including:

- Being able to apply a different range of skills than those used in the classroom.
- Enabling, supporting and complementing the work of the National Curriculum, experimental (first hand) and memorable learning.
- Assessing and Managing Risks (Safety).
- Associating the work of schools and teachers directly with the work outside school.
- Develop latent talents, abilities and interests, which can be motivational and have lifelong relevance.

Teachers, volunteers, pupils and parents all have responsibilities during the course of any off-site activity in which they are participating.

St Christopher's CE Primary School has adopted the **OEAP Employer Guidance** as its operating Guidance for the management of Visits and learning Outside the Classroom (LOtC) activities. The guidance can be found at <http://oeapng.info/>

Local Governing Body

The Local Governing Body should satisfy itself that an appropriate risk management assessment has been undertaken and that appropriate safety measures have been put in place and that training needs have been addressed.

Local Governing Bodies have to ensure that:

- They are notified of all school visits.
- Every visit has specific and stated objectives.
- That the head teacher / group leader show how their planning complies with regulations and guidelines, including the school's Health and Safety Policy.
- That the head teacher / group leader feeds back the outcomes of the visit.
- That they are informed about less routine visits well in advance.
- Assess proposals for all visits of a residential nature.

The Head Teacher is to

- Ensure that visits comply with regulations and guidelines provided by OEAP and the Schools Health & Safety Policy.
- Ensure that the group leader is competent to monitor risks through out the visit.
- Be aware of their role on any visit they take part in.
- Ensure adequate child protection procedures are in place.
- All necessary actions have been completed before the visit takes place.
- The risk assessment has been completed and appropriate safety measures are in place.
- Training needs have been assessed by a competent person and the needs of the staff and pupils have been considered.
- The group leader has experience in supervising the age groups on the visit and will organise the group effectively.
- The group leader or another teacher is suitably competent to instruct the activity and is familiar with the location/ centre where the activity will take place.
- Group leaders are allowed sufficient time to organise visits properly.
- Non teacher helpers on the visit are appropriate to supervise children.
- Ratios of staff to pupils are appropriate to the level of risk associated with the visit.
- Where appropriate the LEA and ODST have been notified of the visit.
- Parents have signed consent forms.
- Arrangements have been made for the medical and special educational needs of the pupils.
- Adequate first aid provision will be in place.

- The mode of transport is appropriate.
- Travel times out and back are known in school.
- There is adequate and relevant insurance cover.
- They have the address and phone number of the visits venue and have a contact name.
- A school contact has been nominated and the group leader has the details.
- The group leader, helpers and nominated contact have a copy of the agreed emergency procedures.
- The group leader, helpers and nominated contact have the names of all the adults and pupils travelling in the group, and the contact details of parents and the teachers and other helper's next of kin.
- There is a contingency plan for any delays including a late return home.

Risk Management

Risk assessments for school visits have three levels:

1. Generic activity risk assessments, which are likely to apply to the activity whenever it takes place.
2. Visits/site specific risk assessments, which will differ from place to place and group to group.
3. Ongoing risk assessments that take account of eg illness of staff or pupils, changes of weather, availability of preferred activities.

Pre-Visits

Where appropriate a pre-visit maybe undertaken. The pre-visit should not focus on documenting every possible risk, but look at areas of concern identified as part of the risk management process. When undertaking risk assessments, a number of variables need to be taken into account.

- The number of pupils involved.
- The age of the pupils, their ability and general behaviour.
- The previous experience of the group undertaking off-site visits.
- The time of day and time of year.
- The travel arrangements.
- The hazards at the environment being visited.
- The numbers, experience and quality of accompanying staff and volunteers.
- The nature of the activities.
- The special educational and medical needs of the pupils.
- The quality and suitability of available equipment.
- Seasonal weather conditions.
- Emergency procedures.
- How to cope when a pupil becomes unable or unwilling to carry on.
- The need to monitor the risks throughout the visit.

Duties and Responsibilities

All staff should be aware of the expectations placed upon them and should appreciate the nature of their relationship to the pupils and other staff.

All Staff must:

- Conduct themselves in a manner compatible with their own safety and the safety and well being of the pupils.
- Inform the group leader if they are unsure of their ability to perform any supervisory function requested of them.
- Recognise the limits of their responsibilities and act within those at all times.
- Report to the visit leader any concerns they have regarding pupil behaviour and well being during the visit.

Greater levels of responsibilities will normally be assigned to teachers than to adult helpers and a higher standard of care is expected of them.

Responsibilities of Nominated Group Leader

A group leader, whether a teacher or a non-teaching member of staff, has a common law duty of care towards the pupils in their charge for the visit. Group leaders are to understand their responsibilities, which are:

- Obtain the head teacher's prior agreement before any off-site visit.
- For more complex trips appoint a deputy.
- Clearly define each helper's role and ensure all tasks have been assigned.
- Be able to control and lead pupils of the relevant age group.
- Be suitably competent to instruct pupils in an activity and be familiar with the location/centre where the activity takes place.
- Be aware of child protection issues.
- Ensure adequate first aid provision.
- Undertake and complete the planning and preparation of the visit, including the briefing of group members and parents.
- Undertake and complete the risk management process.
- Review regularly undertaken visits/activities and advise the head teacher where adjustments maybe necessary.
- Ensure that teachers and helpers are fully aware of what the visit entails.
- Have enough information on the pupils proposed for the visit to assess their suitability or be satisfied that their suitability has been assessed and confirmed.
- Ensure staff pupil ratio is appropriate for the group.
- Consider stopping the visit if the risk to the health or safety of the pupils is unacceptable and have in place procedures for such an emergency.
- Ensure all helpers have the school's contact details.
- Ensure all helpers have copies of the emergency procedures.
- Ensure that all helpers have details of the medical and the special needs of the pupils.
- Observe the guidance set out for teachers.

Teachers

Teachers on school visits act as employees of the School whether the visit is during normal school hours or outside the school day. Teachers must do their best to ensure the health and safety of everyone in the group and acts like any reasonable parent would in the same circumstances.

They are to:

- Follow the instructions of the group leader and help with control and discipline.
- Consider stopping the visit or activity and notifying the group leader if they think the risk to the health and safety of the pupils in their charge is too great.

Adult Volunteers

Non-teacher adults on the visit should be clear about their roles and responsibilities during the period of the visit:

They are to:

- Do their best to ensure the health and safety of everyone in the group.
- Not be left in sole charge of pupils except where it has been previously agreed as part of the risk assessment.
- Follow the instructions of the group leader and teacher supervisor and help with the control and discipline.
- Speak to the group leader or teachers if concerned about the health and safety of the pupils at any time.

Pupils

The group leader must make it clear to pupils that they must:

- Not take unnecessary risks.
- Follow the instructions of the leader and other helpers including those at the venue/ centre.
- Dress and behave sensibly and responsibly.
- Look out for anything that might threaten themselves or anyone in the group and tell the leader or helpers about it.

Any pupil whose behaviour may be considered to be a danger to themselves or to the group may be stopped from going on the visit.

Parents

Parents should be able to make an informed decision on whether their child should go on the visit. The group leader should ensure that parents are given sufficient information in writing and invited to any briefing sessions. The group leader should also tell parents how they could help prepare their child for the visit eg reinforcing the visit's code of conduct.

Parents should also be asked to agree the arrangements for sending a pupil home early and who will meet the cost. Parents will need to:

- Provide the group leader with emergency contact numbers.
- Sign the consent form.
- Give the group leader information about their child's emotional, psychological and physical health, which might be relevant to the visit.

Records and Communications

Records of a visit can provide a very useful and informative way of demonstrating the accountability of the school towards its pupils.

- Pre Visit risk assessments are to be kept.
- Reports of any accidents or incidents are to be kept on file.

Parents should always be made aware when their children are leaving the school premises. Parents may exercise their right not to allow their children to take part in a visit. Under these circumstances the school must make alternative arrangements to ensure that the National Curriculum work that was being developed during the visit is made available to the pupil in the school. The refusal of the parent not to allow their child to go on the visit does not offer the opportunity for the child to be kept off school or the day.

Communication with parents regarding school visits will be included in:

- Parent Handbook & Prospectus.
- Letters regarding use of private transport.
- Information about visits during school time.
- Voluntary contributions.
- Trips outside school hours.
- Details of Children's medical records.
- Meeting with parents.
- Consent forms.

First Aid

There is to be a qualified first aider on every visit and a first aid kit is to be taken on every visit.

Staff/Pupil Ratios

Oxfordshire guidelines on staff pupil ratios are as follows:

- Foundation Stage – One adult for every 5 pupils.
- Years 1 to 3 – One adult to every 6 pupils.
- Years 4 to 6 – One adult to every 10 pupils.

These are guidelines but the agreed ratios for any trip should take into account:

- Age and ability group.
- Pupils with special educational or medical needs.
- Nature of activities.
- Experience of adults in off site supervision.
- Duration and nature of the journey.
- Competence of staff, both general and on specific activities.
- Requirements of the organisation/location to be visited.
- Competence and behaviour of pupils.
- First aid cover.

Where there is more than one teacher on the visit, the group leader appointed is empowered as the authority over the whole group. The head teacher must assess the suitability of potential helpers and leaders at a very early stage of planning, taking into account agreed safeguarding procedures (See Safeguarding Policy) All adults on a visit should clearly understand their roles and responsibilities at all times. It should always be clear that the teacher is responsible for the group at all times.

Head Counts

A regular head count is to be taken of the children, particularly before leaving any venue. All adults should carry a list of all the pupils and adults involved in the visit. Pupils, especially FS to Y3 should be easily identifiable. Pupils should not wear name badges but badges with the school name should be worn. The group leader should identify rendezvous points and tell pupils what to do if they get separated from the group.

Insurance

The school has opted into the governments RPA insurance scheme and the details can be found here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/548589/RPA_membership_rules_church_academies_Sept_2016.pdf

The government RPA scheme arrangements provide protection for the school in respect of its legal liabilities to third parties

Employer's Liability Insurance

These insurance arrangements protect the school in respect of its legal liabilities towards employees, paid or voluntary. Hence if an employee is injured during the course of, and arising out of his employment by the school, any sums which the school shall be liable to pay as compensation would be covered by the insurance arrangements.

Emergency Procedures

Teachers in charge of visits have a duty of care to make sure that their pupils are safe and healthy. They also have a common law duty to act as a reasonably prudent parent would. Teachers should not hesitate to act in an emergency and to take life saving action in an extreme situation. St. Christopher's will follow all procedures outlined by the Critical Incident Policy.

If an accident happens the priorities are:

- To assess the situation.
- Safeguard the uninjured members of the group.
- Attend to the casualty.
- Inform the emergency services.
- Inform school.
- Ensure that a teacher accompanies any casualties to hospital if necessary and that the rest of the group is supervised.
- Notify the police if needed.
- Ascertain telephone numbers for any future calls.
- Write down accurately all relevant facts and witness details and preserve all vital evidence.
- Keep a written account of all events, times and contacts after the incident.
- Complete an accident report form as soon as possible.
- No one in the group should speak to the media and no names should be provided.
- No one in the group should discuss any legal liability with other parties.
- If not present the group leader should inform the head teacher of the incident as soon as practicable.

In an emergency the group leader would usually take control of the situation. At an appropriate point the group leader will either contact parents or request that someone from school contact parents to inform them of the emergency.

Transport

The group leader is to consider:

- Passenger safety.
- Type of journey.
- Traffic conditions.
- Insurance cover.
- Weather.
- Journey time and distance.
- Stopping points on longer journeys and head counts.
- Supervision.

Residential Visits

The decision on staff ratios for residential visits will take into account the Oxfordshire guidelines and other factors such as the children's ages, duration of the visit and activities to be undertaken.

- When selecting the site for a residential visit the group leader will check:
 - That the site has appropriate Safeguarding policies and procedures
 - That the site has appropriate Health and Safety policies and procedures
 - The whole group are to be aware of the layout of the accommodation, its fire precautions/exits, its regulations and routines, and everyone can identify key personnel.
 - That the site's facilities are appropriate for the visit such as :
 - The group should ideally have adjoining rooms with teacher's quarters next to the pupils' rooms – the leader should obtain a floor plan of the rooms reserved for the groups use in advance.
 - There must be separate male and female sleeping/bathroom facilities and adults.
 - There should be provision for children with special needs and for those who fall sick.

Farm Visits

Farms can be very dangerous places, even for the people working on them. Risks to be addressed should include those arising from the misuse of farm machinery and the hazards associated with e-coli food poisoning and other infections. The farm should be well managed and have a good reputation for safety standards and animal welfare, and that it maintains good washing facilities and, clean grounds and public spaces.

Pupils are not to:

- Place their faces against animals or put their hands in their mouths after feeding animals.
- Eat until they have washed their hands.
- Sample any animal foodstuffs.
- Drink from farm taps.
- Ride on tractors or other machines.
- Play in the farm area.

This policy should be read in conjunction with other relevant school policies.