



Educational Trips and Visits Policy

Approved by:	Shoshannah Thompson
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OUR INTENT

OUR VALUES



OUR VISION

Provide a safe, supportive, and stimulating environment that enables and encourages highest standards of achievement (**ambition**).

Broad, balanced and **creative** curriculum which makes the most of the learning opportunities offered by the richness and diversity of the **cultures** and environment on our doorstep.

Provide an **enriched practical** curriculum based on excellence and **enjoyment** which allows for **exploration, enquiry**, and opportunities to ask questions.

OUR AIMS



All of our children are to become **successful, independent** learners.



All of our children are to be equipped with skills and knowledge to meet their current and future needs and **creative** potential.



All of our children are to be **confident** individuals who can live safe and **healthy** lives.



All of our children are to **respect** and value each other's contributions irrespective of race, gender, religion or ability.



All of our children are to be **self-aware** and able to manage their own behaviour, understanding that it has an impact on others.



All of our children are to be active and motivated **citizens** within the wider school community.

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Educational Trips and Visits Policy

At Halley Primary School we see educational visits (EVs) as an integral part of school life that helps us to provide a broad, balanced and stimulating curriculum.

1. Outcomes of providing high quality outdoor learning opportunities

Enjoyment: Young people enjoy participating in outdoor activities and adopt a positive attitude to challenge, learning and adventure.

Confidence and character: Young people are developing personal confidence and character through taking on challenges and achieving success.

Health and Well-being: young people are learning to appreciate the benefits of physical fitness and the lifelong value of participation in healthy leisure activities.

Social and emotional awareness: Young people are developing their self-awareness and social skills, and their appreciation of the contributions and achievements of themselves and of others.

Environmental awareness: Young people are becoming alive to the natural environments and understanding the importance of conservation and sustainable development.

Activity Skill: Young people are acquiring and developing a range of psychomotor skills in support of their participation in outdoor pursuits, recreation and exploration.

Personal qualities: Young people are demonstrating increased initiative, self-resilience,

responsibility, perseverance, tenacity and commitment.

Skills for life: Young people are developing and extending their skills of communication, problem solving, leadership and teamwork.

Increased motivation and appetite for learning: Young people are displaying and increased motivation and appetite for learning that is contributing to raised standards of attainment and progress in other aspects of their development.

Broadening horizons: Young people are broadening their horizons and becoming open to a wider range of social and cultural experiences.

Most EVs are included in termly planning, although for some destinations it may be necessary to plan further in advance. We work to ensure that all EVs add value to learning and provide experiences beyond those we can offer within school. A visit that includes an overnight stay or participation in potentially hazardous activities is referred to as educational journey (EJ) and consent by Local Authority and school governors should be given one calendar month beforehand.

2. Roles and responsibilities

Governing Body or Management Board

Along with the Headteacher, the Governing Body or Management Board is responsible for ensuring visits are approved as required by the school EV policy, that there are training regimes in place to appropriately support the planning and delivery of visits and off-site learning; there is a trained EVC in place who meets Employer requirements with sufficient time allowance to fulfil the role; that the school's EV policy supports the principles of inclusion and there is robust monitoring procedures in place (see Governor Checklist).

Headteacher

The Headteacher is responsible for ensuring off-site activities and visit comply with the LA Guidance and the school's EV policy and that all visits approved can be accommodated within the planned provision and that the ethos of each visit is one with which the school wishes to be associated with.

Headteacher will appoint an Educational Visits Coordinator (EVC) and ensure that EVC, Trip Leaders, assisting staff and voluntary helpers are appropriately trained as required and specifically competent to carry out the responsibilities allocated to them for all visits. Where a designated named member of staff has not been appointed to the role of EVC, then the functions of the EVC will automatically be attached to those of the Head.

Educational Visits Coordinator (EVCs)

The EVC will have:

- Attended an Employer-led EVC Training Course and keep updated with the required accreditations every 3 years
- Significant experience of practical off-site activity and visit leadership
- Status within the school that enables them to guide the working practices of their colleagues
- Time agreed that is sufficient to fulfil the role

The EVC will ensure that all off-site visits organised by the school meet the requirements of the School's guidance therefore the EVC is delegated the following tasks:

- Ensure that there are established procedures and guidance for visits
- Lead, or be involved with, the approval of leaders
- Organise training and induction of Visit/Activity Leaders
- To check and approve that the planning and risk management for visits follows school policy and guidance
- Ensure that systems and procedures are reviewed

- To ensure that there is sample monitoring of visits to ensure that there is a match between policy/guidance and procedure (see EVC checklist & OEAP Handbook)

Trip Leader

The Trip Leader (TL) has overall responsibility for the supervision and conduct of the visit. To ensure accountability and to avoid potential confusion, a single Trip Leader should be identified. If this role changes during a visit, a clear handover should be made.

Being **accountable** means that the Leader has been engaged through an appropriate recruitment process, which includes vetting and induction into the school's policies and procedures. Regardless of the Leader's employment status, they should clearly understand the chain of accountability and what is expected of them.

Being **confident** includes Leaders having the ability to take charge of a situation while being aware of, and understanding, their abilities, as well as their limitations

Being **competent** means that the leader has demonstrated their ability to operate effectively, and has sufficient relevant experience and knowledge of the activities, the group, and the environments which the visit will take place.

The Trip Leader is delegated the following tasks:

- Ensure they follow the school's policy and guidance procures
- Ensure that the activity is properly planned and that the plan includes appropriate risk management procedures based on a risk-benefit analysis
- Ensure that the roles and responsibilities of other staff, helpers and volunteers are properly defined and communicated, ensuring effective supervision. (see Trip Leader Checklist)

Helpers and Volunteers

Helpers should be:

- Subject to an appropriate vetting decision by Headteacher

- Suitably competent and confident to be able to carry out the duties they are assigned
- Confident in their understanding of the role and responsibilities that they have been assigned and how these integrate with other staff

Where the Helper is a Parent (or otherwise in a close relationship with a young person taking part in the visit) they should be assigned to a group that does not give them direct responsibility for their own children. They should be made aware of the reason for this protocol in that their potential relationship could compromise group management, particularly if there is a serious incident. There is a greater probability that the Helper (parent) may be distracted by the needs of their own child, rather than looking to the needs of the whole group.

3. Inclusion

Under the Equality Act 2010, it is unlawful to treat a young person less favorably and/or fail to take reasonable steps to ensure that disabled persons are not placed at a substantial disadvantage with justification.

Halley School endorses the principles of:

- A presumption of entitlement to participate
- Accessibility through direct or realistic adaption or modification
- Integration through participation with peers

Adjustments made to include a disabled child or young person should not impinge unduly on the planned purpose of the activity.

Expectations of staff must be reasonable, so that what is required of them (to include a given young person) is within their competence.

4. Behaviour

The School has a clear expectation for behaviour underpinned in the School's behaviour policy. Pupils, whose behaviour is such that the Trip Leader is concerned for their safety, or for that of others, can be withdrawn from the activity. The Trip Leader will consider whether such pupils should be sent home early and parents will be expected to cover any costs of the journey home early.

5. Costs

All contributions are voluntary, and no child should feel that they cannot come on a trip for failure to pay. However, Trip Leaders should ensure that any costs are clearly identified on a basis of the cost per child. Parents and carers may be asked to contribute towards the cost of a trip and a trip may be cancelled if sufficient contributions are not made. If venues require a cheque to be brought on the day of the trip ensure that the school financial administrator is informed well in advance and has time to prepare a cheque.

6. Approval, planning and preparation procedures

The planning and preparation process needs to contain the following steps:

CHECK THE SCHOOL CALENDAR TO ENSURE IT DOES NOT CLASH WITH ANY WHOLE SCHOOL EVENTS – ADD TRIP DETAILS WITH A SIDE NOTE (TBC).

1. Complete EV Checklist, write draft letter to inform parents and careers and undertake a pre-visit prior to completing risk assessment.
2. Every EV should be logged digitally on evolve, and sent to the Educational Visits Coordinator, a minimum of **2 weeks** before the date of the trip. The EV planning

and risk assessment should also be saved onto the school's server in the year groups 'Trips' folder: W:\Staff\21.ADMIN\007.TRIPS & VISITS

6.1 Adults: child ratios (good practice guidelines)

- 1:6/8 in Foundation stage
- 1:6/8 in Years 1-3
- 1:10/15 in Years 4-6

Adults who accompany classes must not be left in sole charge of a group if they do not have DBS checks completed. The number of adults need for a trip will depend on the nature of the visit and the amount of supervision needed. The needs of the class and individuals will also need to be taken into account.

- One of the adults must be a teacher.
- Supply teachers are not allowed to lead educational trips/visits.
- NQTs may request that another teacher accompanies them until they are familiar with the responsibilities of leading an educational trip/visit.

Children with a statement of SEN will have their support adult with them at all times, and this adult will not count in the overall supervision ratio.

Teachers are not required to administer drugs or medicines to students in their charge. They may do so out of good will, provided that they are given to the teacher by the parent/carer; that written authorisation for the teacher to administer them is given; together with precise instructions for their use. The teacher will then take responsibility to hold and administer the medication throughout the trip/visit.

6.2 Pre-visits

The Trip Leader will carry out a pre-visit that includes a trial of the journey they will need to consider, staffing ratios, timings, activities, environment and distance and how best these will be managed.

Checklist for consideration:

- Any roads should be assessed and a plan for crossing made.
- If coaches are used, check that they have toilets, and that all seats have seatbelts.
- Children should not sit in the front and seatbelts must be worn at all times.
- If using public transport to get to the venue, trip leaders should consider all possible alternative routes in the event of disruption to the main travel route.
- Applications for Transport for London travel permits should be made at least 14 days prior to travel.
- Children with special educational needs should be considered, and the visit should be planned in order to be as inclusive as possible.
- During the pre-visit, notice should be taken of what facilities are available to include those with disabilities. Packed lunches should be booked at least two weeks prior to the visit using the relevant school booking form.

6.3 Risk management

The risk management (RM) process should focus on the journey and the programme at the venue. It should include the consideration of the safety of pupils with emotional and behavioral difficulties. The RM is an opportunity to think about significant hazards, foreseeable hazards and plan control measures. The RM should be shared with children as part of the EV briefing.

6.4 EV letters

Draft letters should include: venue, date, transport, departure and arrival times, clothing, footwear, packed lunches, cost (including a statement about voluntary contributions) and a clear reply slip for visits outside the local area, see attached for an example. If reply slips are not returned, admin staff may telephone parents/carers and ask them to come in and sign forms (please see school template for example Trip Letter).

Verbal permission from parents and carers will be acceptable but at least two members of staff need to confirm permission has been given verbally. However, that this should not become common practice and written permission should be sort after the event.

6.5 Day before trip – Group Planning Form and Check List

This should be completed and resources collected the day before. Children and adults should all be aware of who is in each group and who the adult in charge is. The Class first aid kit should be taken trip and checked it contains all the necessary medical equipment required. Teachers should ensure that all permission slips have been returned, if any are missing admin staff will make calls to remind.

6.6 Staff briefing

All staff (including volunteers) should have a clear understanding of their roles and responsibilities, including their role in the risk management process. A brief outline of trips itinerary should be prepared for the whole visit, and copied for all accompanying adults. This will form the basis of class briefings as well as for staff and other adults.

The itinerary should include:

1. Address and phone number of destination.
2. Transport arrangements.
3. Mobile number of EVC/Trip Leader and school phone number.

4. Timetable.
5. Groups.
6. Medical Information
7. Risk Management
8. A to Z or map of area attending and a some of cash

This should be completed and resources collected the day before.

- Class red medial bags should be checked to ensure all medicines are correct and in date.
- A first aid kit should be taken from the school medical supplies for the trip.
- An A to Z and cash should be taken in case of Critical Incident.
- Emergency Card (Trip Leader) this should be kept in class red medical bags
- Trip Leader should ensure that all permission slips have been returned signed, if there are missing slips then admin staff will make calls to remind.

6.7 Day of trip

- Staff, volunteers and helpers are to be briefed, and given 1) a copy of the risk assessment 2) a copy of the EV planning form, prior to EV so that all adults are fully aware of the purpose of the trip, the route to be taken and of any possible risks (this may have been covered before during briefing session) list of children, groups and which adults will be accompanying the trip.
- Teachers should ensure that children are appropriately dressed for the trip or visit.
- Trip Leader / Teachers should not allow children to join the trip if they judge that children are not suitably dressed.

- Children and adults should all be aware of who is in each group and who the adult in charge is.
- Children should be reminded of expectations of behavior during the trip and to know that they should be responsible for their own and their partners conduct throughout the trip. Where possible, children should use the “Buddy System” to encourage group responsibility.
- A discussion around possible risks should take place to ensure children and staff have a clear understanding of what they should do in particular incidents.
- A copy of lists of groups and adults accompanying should be given to the office staff.

6.8 Emergency procedures

Serious incidents on education trips are rare but they do happen:

- **Incident:** a situation dealt with by the Trip Leader, who remains in control and can cope with the resources immediately to hand.
- **Emergency:** an incident that overwhelms the coping strategies of the Trip Leader so that they refer to the establishment’s designated Emergency Contact to access help.
- **Critical Incident:** an incident that meets the following definition:
 - An incident which meets the criteria laid down by the employer’s Critical Incident Management Plan, or
 - An incident which goes beyond the coping mechanisms of the visit leadership team and the establishment and is probably overwhelming the

coping strategies of both the visit leader and the establishment's Visit
Emergency Plan

- **Major Incident:** declared as such by the UK Police, Foreign and Commonwealth Office or other relevant authority.

The term 'emergency' is used generically to mean any one of the categories above. An efficient response to a serious emergency requires good teamwork, so thought should be given to providing appropriate support and information.

In the event of an emergency, the Trip Leader must follow the agreed Emergency Procedures, (See the emergency action cards) Trip Leader will be required to phone the school at the earliest appropriate moment to inform a senior member of SLT. If taking part in an Educational Journey (residential), an emergency action card should be completed including the 24-hour contact details for senior members of SLT staff this should be taken before departing.

If it becomes apparent that groups will be delayed in returning to school. Contact the school immediately; this means that parents can be informed and for those children who come to school on TH transport service, alternative arrangements can be made.

At the end of the trip, the teacher should evaluate conduct and learning from the trip. If teachers have had to deal with substantial behavioural issues during the trip then a senior member of staff should be involved and parents informed. If there are any events where the safety of the group or individuals is jeopardised, then this should be recorded in either the incident record or as a "near miss".

6.9 Monitoring & record keeping

Monitoring is a legal requirement. It is important to monitor all aspects of the educational visits process so as to:

- To enable the school to celebrate success and share good practice;
- To help identify areas to improve and CPD requirements;
- To help ensure high quality learning experiences. For example, have the intended learning outcomes been achieved and can the young people describe or demonstrate them;
- To help keep young people safe.

Monitoring will be the responsibility of the Head, EVC and Trip Leaders. They will be responsible for monitoring:

- The planning and approval process. Check that staff are routinely following establishment requirements;
- That the quality and detail of trip plans is in line with school's requirements;
- Reports, reviews and evaluations of visits;
- Accidents and incidents for regularity and/or patterns;
- Sample monitoring of Trip Leaders in action whilst leading a visit. Practical observation leading to documented constructive feedback and informing future training as necessary.

The school will keep and file the following documentation:

1. EV plans and checklists
2. Risk Management Documentation
3. Written briefings
4. EV letters
5. Returned consent forms
6. Accident/incident reports

7. 'Near miss' reports

These provide evidence to show that we have taken every reasonable precaution before every visit and that trip leaders are fully prepared before setting out on a visit. If you have any queries, please speak to the Educational Visits Coordinator

6.10 Additional support documentation:

- OEAP Handbook (Version 2 2015)
- Charging Guidance (OEAP)
- Roles and Responsibilities Check List
- Off Site Visits Emergencies: Guidance for Leaders (OEAP)
- Emergency Action Cards
- Safeguarding pupils travelling to and from school policy
- Volunteer Helpers in school policy

Appendix 1: Trip letter template



Headteacher: Shoshannah Thompson
Assistant Headteachers: Helen Collinge, Kathleen Jeffers

YrXXX TRIP TO THE XXXX - DATE

Date.....

Dear Parents/Carers,

Your child's class will be visitingas part of their work on.....on.....

The children will need:

- sensible shoes
- a waterproof jacket (if it might rain)
- a rucksack that they can carry

We are asking for a voluntary contribution of £... towards the cost of the trip, Please ensure that the money is put in an envelope with your child's name and the destination of the trip clearly marked. The envelope should be handed to the school office.

Your child will be provided with a healthy packed lunch for the trip. If you wish to provide your own please indicate below.

Please complete and return the consent form below to the School by...

Yours sincerely,

Trip Leader / Class Teacher

YrXXX TRIP TO THE XXXX - DATE

CHILD'S NAME: _____ CLASS _____

I consent to my child taking part in a trip toon.....

I will provide my child with a healthy packed lunch for the trip

In an emergency I can be contacted on telephone number.....

Signed _____ Date _____

School Premises Manager: Gregg Grieve
Finance Administrator & Frontline Officer: Zaheda Begum
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