

# STANNINGTON INFANT SCHOOL

## Policy for Educational Visits

Agreed by Governors 6.2.2020

Reviewed Sept 2022





## Stannington Infant School Policy for Educational Visits

### Stannington Infant School Vision:

- ☉ To encourage a caring and positive attitude amongst the children towards all others and their environment.
- ☉ To provide a challenging, creative and rich curriculum which will develop curiosity, confidence and independence.
- ☉ To provide an inclusive, safe, secure, healthy and happy environment.

### Statement of Intent

Stannington Infant School understands that visits and trips can be effective ways of motivating pupils, and they can often offer unique educational experiences. The school aims to ensure that pupils are engaged in their learning and are given opportunities to explore this in a more practical setting.

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

#### 1. Key roles and responsibilities

1.1. 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.
- Handling complaints regarding this policy as outlined in the school's **Complaints Procedures Policy**.

1.2. The **headteacher** is responsible for:

- The day-to-day implementation and management of this policy.
- Being part of the approval process for extra-curricular trips and activities.
- Ensuring suitable safety measures are in place prior to each trip or activity.
- Ensuring a whole-school approach is adopted when planning and coordinating 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.
- The **designated leader** in charge of the trip is 'in loco parentis' and has 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 purpose of the extra-curricular trip or activity and presenting its benefits to the headteacher.
- Completing all essential documentation for the visit, including a risk assessment,
- Conducting risk assessments prior to school trips and educational visits to ensure pupil and staff safety.
- Informing parents of the proposed extra-curricular trip or activity **three weeks** in advance of the trip.
- Distributing permission slips to parents **three weeks** prior to the trip and chasing up any permission slips that have not been returned **one weeks** prior to the trip.
- Understanding and operating safeguarding measures throughout the planning, organisation and delivery of the extra-curricular trip or activity.
- Delegating responsibilities to other staff members on the school trip.
- Ensuring the safety of the pupils is maximised throughout any educational visit or activity.
- 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.

### 1.3. Pupils are responsible for:

- Following instructions from staff while on school trips.
- Keeping pride in their presentation, understanding that they are representing the school whilst on an education trip.
- Ensuring that, during visits to outdoor spaces, they keep the area tidy and free from litter.
- Behaving in a manner which matches the ethos of the school, and for following the behaviour rules set out in the school's Behavioural Policy with regards to this policy.

## 2. Planning school trips

### 2.1. Prior to planning a school trip, the following guidance will be read by the organisers:

- DfE (2018) 'Health and safety on educational visits'
- HSE (2011) 'School trips and outdoor learning activities'

2.2. A thorough risk assessment will be conducted by the **designated leader** during the planning of the trip, to ensure pupil and staff safety.

2.3. Adventure activities will always be identified at the planning stage and never added during the trip.

2.4. The school will do everything in its power to ensure that all pupils are given an opportunity to participate in school trips, for example, organising two trips with a smaller group size or finding a venue which can cater for all pupils.

2.5. Where there is a maximum capacity of pupils for a trip, places will be allocated on a first come, first served basis. This will be clearly communicated to parents in a letter home.

2.6. When planning an educational trip or activity, the governing board will ensure the trip does not discriminate against a particular individual, group of pupils or single school.

- ❖ A First Aider must accompany classes on all visits. Please give 2/3 weeks notice to the other classes of the relevant date and discuss implications with other teachers. First Aiders are Anne Simpson, Rachel Mistry, Amy Ashford, Michelle Platts, Angie Turner, Catherine Leaf, Carron Woodhead, Karen Leigh Melville, Kelliagh Williams and Vicki Grayson. The accompanying first aider is responsible for taking first aid / medicine etc. The designated lead must check this is taken on the visit.

- ❖ Inform the Headteacher, well in advance, of all visits, however short, for her information and so it can be put into the diary and dates can be checked against prior commitments. Inform the administration team. If you are to be away for the whole day please give at least 2 weeks notice (for the kitchen).
- ❖ Staff should make arrangements for their duties in school (e.g. playground and assemblies) to be covered should they fall on the day of a visit. Staff should inform clubs that children will be absent or arrange to cancel the club.

### 3. Risk assessment process

- 3.1. Our risk assessment process is designed to manage risks when planning trips, while ensuring that learning opportunities are experienced to the fullest extent.
- 3.2. The individual carrying out the risk assessment process will have the skills, status and competence needed for the role, understand the risks involved, and be familiar with the activity.
- 3.3. The process is as follows:
  - Identify the hazards
  - Decide who might be harmed and how
  - Evaluate the risks and decide on precautions
  - Record findings and implement them
  - Review assessment and update if necessary
- 3.4. Risk assessment forms from previous visits are available on the school network.

### 4. During the visit

- 4.1. Brief all helpers with written guidance (or verbally if written not available) so that they know how they can help and any relevant safety information. Explain road safety procedures before you leave. Parents must not be left to supervise a group on their own (whether large or small) – a helper should always remain in the sight of the supervising teacher. Only adults who have been police checked may take children to the toilet (Please refer to the Single Central Record). Ensure helpers have completed the volunteer agreement form.
- 4.2. Road Safety – the whole class should cross in one go, even if the “Green Person” turns red. One adult should lead the children across, one (or two if the road is wide and there are enough helpers) should stay in the middle to stop the traffic and one adult should be responsible for seeing the last child across. These roles should be decided before the group leaves.
- 4.3. Children should walk in pairs, quietly and sensibly, keeping close to walls, fences etc and away from the road. They should be encouraged to look after themselves and their partner.
- 4.4. Coach /public transport/mini bus travel – children must remain seated. If at all possible, children are not to occupy the front seats or the seats near the emergency exit. Adults are to sit on the aisle seats. They must know how to operate the emergency door(s) and where first aid equipment is kept. Children are to sit 1 child per seat. All children must have seatbelts fastened.
- 4.5. When using public transport we recommend that the bus company is phoned in advance detailing outward and return times. Any extra adults accompanying the class will be asked to pay their own bus fares.
- 4.6. When using public transport, if there are not enough available spaces for the return journey and the class has to be split, the Teaching Assistant (First Aider) returns to school with the

first group. The teacher to remain with the remainder of children and notify school by mobile phone. Please adhere to adult:child ratios when splitting the class

- 4.7. Ensure you have a mobile telephone. A school camera / ipad should also be taken.
- 4.8. In an emergency telephone school. If a child has to go to hospital the first aider/TA must accompany him/her. The teacher must stay with the class at all times.
- 4.9. Contact school as soon as possible if there is to be a delay in returning to school, however minor the reason.

## 5. Vetting providers – If we use external leaders for activities

- 5.1. When considering external providers for activities, the educational visits coordinator will check whether they hold the 'Learning Outside the Classroom Quality Badge' to indicate they meet nationally recognised standards.
- 5.2. If a provider does not hold the badge, the educational visits coordinator will check the following to ensure they are a suitable organisation to work with:
  - Their insurance arrangements
  - Their adherence to legal requirements
  - Their control measures
  - Their use of vehicles
  - Staff competency levels
  - Safeguarding policies
  - The suitability of their accommodation
  - Any sub-contracting arrangements in place
  - The presence of necessary licences
- 5.3. If an organisation does not meet the school's standards, they will not be considered.

## 6. Equal opportunities

- 6.1 The school promotes values of equality and does not discriminate against any individual or group of pupils when organising a trip.
- 6.2 The extra-curricular trips and activities offered to pupils will provide new experiences and develop life skills.
- 6.3 Extra-curricular trips and activities are organised, managed and conducted in accordance with the school's Equal Opportunities Policy.
- 6.4 Due to the popularity of some extra-curricular trips and activities, the school offers places on a first come, first served basis.
- 6.5 Any individual, staff or otherwise, shown to be taking preference over one pupil or a group of pupils will be subject to formal disciplinary action.
- 6.6 For school trips that require additional payment, the fee will be reasonable and help will be provided where possible for pupils who cannot afford the initial fee.

## 7. Parental consent

- 7.1 Parental consent is required for off-site activities that take place during school hours.
- 7.2 Parents / carers may complete an [annual](#) consent form at the start of any academic year which gives consent for their child to be involved in visits to Stannington Library, Nook Lane Junior school and local walks.
- 7.3 Separate consent will be sought for trips which require payment.

## 8. Staffing ratios

8.1 DFES recommend that a ratio of 1 adult : 6 children should be adhered to for KS1 children.

It is also recommended that the teacher in charge of the visit is not allocated a group – they should be in a position to oversee the whole group. Visits to Stannington Library and Nook Lane should be ideally accompanied by one teacher and two adults but can be operated with a teacher and one other adult.

8.2 Each visit will involve circumstances that may be specific to that particular visit and therefore the staffing ratios should be determined having assessed those circumstances.

## 9. Accidents and incidents

9.1 In the case of accidents and injuries while on a school trip in the UK, the school's accident reporting process will begin, as detailed in the **Health and Safety Policy**.

9.2 Staff will use guidance as set out in the **Critical Incident Policy**, in particular the 'after a critical incident' section, to ensure the safety of pupils and staff should anything happen, e.g. a terrorist attack.

9.3 Staff will be briefed on how to react and respond should an emergency situation occur, e.g. a terrorist attack.

9.4 Relevant risk assessments will be undertaken before the visit to identify procedures and safety measure.

9.5 Pupils and staff are informed of an evacuation plan before entering trip venues; this should include an agreed rendezvous point, to ensure everyone knows what to do in an emergency.

9.6 To ensure pupils are easily identifiable, they must wear school uniform. Children must wear a high visibility vests or neckerchiefs throughout the visit.

## 10. Missing person procedure

10.1 The school places pupil and staff safety as its top priority when participating in school trips.

10.2 Before embarking on the trip, extensive risk assessments are undertaken in accordance with [section six](#) of this policy.

10.3 When travelling with a pupil with SEND, the designated lead will ensure an adult is with them at all times and that the visit is adequately modified to suit the pupil's needs .

10.4 All staff members will be required to carry mobile phones with them at all times.

10.5 Upon arriving at every venue, the trip leader will identify a rendezvous point where pupils and adults should go if they become separated from the rest of the group.

10.6 Regular head counts of all pupils will take place throughout the day to ensure all persons are present at all times.

10.7 In the event someone goes missing whilst on a school trip:

- The trip leader will ensure the safety of the remaining pupils and staff by taking a register to identify who is missing.
- The trip leader will immediately identify at least one adult to start looking for the person, these people will look for the person until, where necessary, the police arrive.
- Where possible, the venue will be notified of the missing person to help ensure the person is found quickly.
- If the person cannot be contacted or located within 10 minutes the local police will be contacted.

- If the police are called, the trip leader will contact the headteacher, or other available person, back at the school and inform them of what has happened.
- 10.8 If the police, or another authority, is called to an incident where someone is missing, they will oversee locating the person and will advise on factors including, but not limited to, when to contact next of kin.
- 10.9 If the police, or another authority, is called to an incident where someone is missing, they will oversee locating the person and will advise on factors including, but not limited to, when to contact next of kin.
- 10.10 If the missing person cannot be found, the group will return to school.
- 10.11 If a member of the party has gone missing and is subsequently found, the trip leader will:
- Review the group sizes and staffing ratios to ensure no one becomes separated from their group.
  - Review whether more registers should be conducted throughout the day.
  - Assess which venues they attend to ensure they are suitable for the group.
  - Make recommendations to the educational visits coordinator to ensure similar incidents can be avoided in the future.

## 11. Pupils with SEND

- 11.1 Where possible, activities and visits will be adapted to enable pupils with SEND to take part.
- 11.2 Where this is not possible, an alternative activity of equal educational value will be arranged for all pupils.
- 11.3 Pupils with SEND will be accompanied by a responsible adult during the extra-curricular trip or visit.

## 12. Finance

- 12.1 The financial procedures outlined in the school's **Charging and Remissions Policy** will always be followed when arranging trips.
- 12.2 The school will act in accordance with the DfE's guidance document 'Charging for school activities' (2018) and, therefore, will only charge for trips which are classed as an 'optional extra'. This is education provided outside of school time which is not:
- Part of the national curriculum.
  - Part of a syllabus for an examination that the pupil is being prepared for at the school.
  - Part of religious education.
- 12.3 Educational visits that support the curriculum will be funded by voluntary contributions from parents. If the school does not receive enough funding via voluntary contributions towards the cost of the visits it will be cancelled and monies refunded to families.
- 12.4 Money for school trips will always be paid directly to the school. Under no circumstances should school trip money be processed through personal accounts.
- 12.5 All letters to parents regarding school trips will include a clause explaining what will happen in the event that the trip is cancelled or a pupil cancels their place on the trip.
- 12.6 In the event that the trip is cancelled due to unforeseeable circumstances, it is at the headteacher's discretion as to whether a refund is given to parents. The headteacher will consult the governing board on the matter, taking into account the cost to the school, including alternative provision costs.

- 12.7 In the event that a pupil cancels their place on a trip, it is at the headteacher's discretion as to whether a refund is given to parents. The headteacher will consult the governing board on the matter, taking into account the pupil's reasons for cancelling their place, whether the school will be reimbursed for the pupil's place on the trip, and whether the space on the trip can be offered to someone else.
- 12.8 The school will take a common-sense approach to refunds and cancellations, ensuring that all pupils are treated equally.
- 12.9 Any charge made in respect of pupils will not exceed the actual cost of providing the trip divided equally by the number of pupils participating.
- 12.10 Once trip arrangements are booked and confirmed, if contributions to a trip exceed the total cost of the trip, a refund will be given where the excess is greater than £1 per pupil.
- 12.11 Any excess of expenditure will be subsidised by the school.

### **13. Evaluating trips and visits**

- 13.1. Following an educational trip/visit, the designated lead will assess the success of the trip in respect of both educational value and safeguarding effectiveness.
- 13.2 Based on this assessment, recommendations will be made to improve future trips and visits.
- 13.3 Ask parent volunteers to complete feedback forms.
- 13.4 Prepare a short letter for feedback to parents stating:
- a) what the children enjoyed /learned from the visit.
  - b) what follow up work will take place in class.
- 13.5 Update the school website class page.



## **Critical Incident Plan**

### **Roles**

Key roles which need to be covered are as follows:

- ✓ Team Leader - Sarah Binns HT
- ✓ Police/emergency services liaison – Rebecca Juggins Administration officer
- ✓ Staff liaison.- Liz Harris DH
- ✓ Pupils liaison – Rachel Billingsley FS leader
- ✓ Parent liaison – Sarah Binns HT
- ✓ Community liaison - Sarah Binns HT
- ✓ Media liaison - Sarah Binns HT
- ✓ Administrator - Rebecca Juggins Administration officer
- ✓ Building security management – Gary Pawson

Outlined below are some points on the key responsibilities of each role.

#### **Team leader**

- Alerts the team members to the crisis and convenes a meeting
- Coordinates the tasks of the team
- Liaises with the Governing Body and Leadership team and other appropriate bodies.
- Liaises with the bereaved family

It is important to nominate a deputy for the team leader – Liz Harris DH

#### **Police/emergency services liaison**

- Liaises with the Police/emergency services
- Ensures that information about deaths or other developments is checked out for accuracy before being shared

#### **Staff liaison**

- Leads briefing meetings for staff on the facts as known, gives staff members an opportunity to express their feelings and ask questions, outlines the routine for the day
- Advises staff on the procedures for identification of vulnerable children and young people
- Provides materials for staff (from their critical incident folder)
- Keeps staff updated as the day progresses
- Is alert to vulnerable staff members and makes contact with them individually

#### **Student liaison**

- Co-ordinate information from staff about children and young people they are concerned about
- Alerts other staff to vulnerable children and young people
- Provides materials for children and young people (see resource materials)
- Keeps records of children and young people seen by external agency staff
- Looks after setting up and supervision of 'quiet' room where agreed

#### **Community/agency liaison**

- Maintains up to date lists of contact numbers of
  - Parents/Carers
  - Members of the Crisis Incident Management Team
  - Emergency support services and other external contacts and resources
- Liaises with agencies in the community for support and onward Referral
- Is alert to the need to check credentials of individuals offering support
- Coordinates the involvement of these agencies
- Reminds agency staff to wear name badges

O: Policies

- *Updates team members on the involvement of external agencies*

### **Parent liaison**

- *Visits the bereaved family with the team leader*
- *Arranges parent meetings, if held*
- *May facilitate such meetings, and manage 'questions and answers'*
- *Manages the 'consent' issues in accordance with agreed school policy*
- *Ensures that sample letters are typed up, on the school's system and ready for adaptation*
- *Sets up room for meetings with parents*
- *Maintains a record of parents seen*
- *Meets with individual parents*
- *Provides appropriate materials for parents (see resource materials)*

### **Media liaison**

- *In advance of an incident, will consider issues that may arise and how they might be responded to (e.g. children and young people being interviewed, photographers on the premises, etc)*
- *In the event of an incident, will liaise where necessary with the relevant trade unions etc.*
- *Will draw up a press statement, give media briefings and interviews (as agreed by school management/Media Team)*

### **Administrator**

- *Maintenance of up to date telephone numbers of*
  - *Parents or guardians*
  - *Teachers*
  - *Emergency services*
- *Takes telephone calls and notes those that need to be responded to*
- *Ensures that templates are on the schools system in advance and ready for adaptation*
- *Prepares and sends out letters, emails and faxes*
- *Photocopies materials needed*
- *Maintains records*

### **Building Security Management**

- *Ensure building security and safety is maintained throughout the incident*
- *Control access in to and out of the site and school buildings to authorised persons only*
- *Liaise with emergency services*
- *Ensure that welfare facilities are maintained (light, heat, water, toilets etc)*