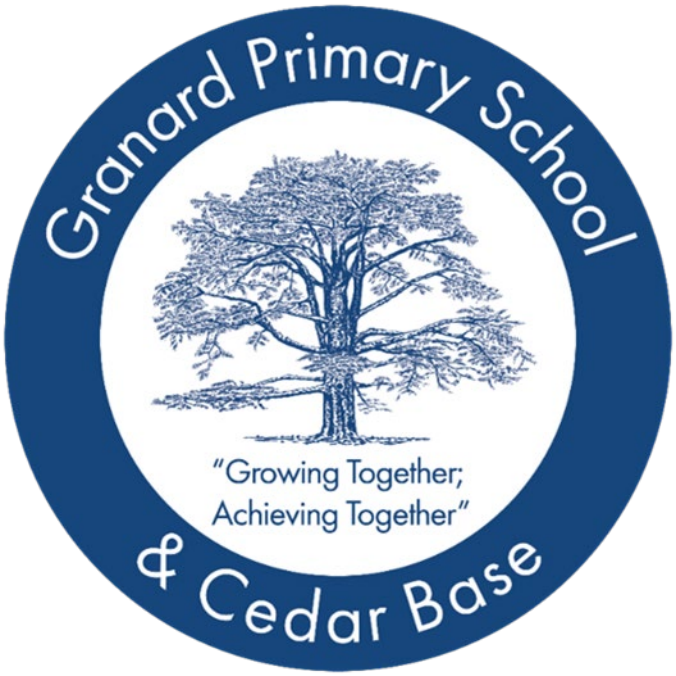
Granard Primary School



Educational Visits Policy

October 2024

Review Due: October 2027

Introduction

All offsite visits at Granard Primary School are arranged in line with the Wandsworth Guidelines for Educational Visits (see Wandsworth Outdoor Education Regulations and Guidance). This policy is reviewed regularly in order to ensure that it is kept up-to-date in line with Governmental and LA directives.

Off-site visits are activities arranged by or on behalf of the school outside the school grounds. The Governors and teaching staff believe that off-site activities can supplement and enrich the curriculum by providing experiences that would otherwise be impossible. All off-site activities must serve an educational purpose, enhancing and enriching our children's learning experiences and social development.

In this policy, Granard Primary School seeks to establish a clear and coherent structure for the planning and evaluation of our off-site visits, and to ensure that any risks are managed and kept to a minimum for the health and safety of all pupils at all times. Within these limits, we seek to make our visits available to all pupils and, wherever possible, make them accessible to those with disabilities. Most visits usually take place within the school day, with Years 4, 5 and 6 being given the opportunity to take part in a residential trip. Residential trips are a valued part of the pupils' education. The children are given the opportunity to undergo experiences which otherwise might not be possible within the confines of the school and National Curriculum lessons.

Staff are made aware of the procedures when planning/organising visits, and a synopsis of procedures is included in the Risk Assessment. (Appendix 2)

Aims

The aims of our off-site visits are to enhance learning and provide realistic situations that enable children to use and apply knowledge, skills and understanding as part of the school's provision of a broad and balanced curriculum through:

- the use of the outdoor classroom, using and applying knowledge and understanding of the outdoors, and creating a sense of awe and wonder in a different and stimulating environment;
- specific activities focused on these environments from Geography or History trails to problem solving and team challenges;
- increased awareness of the environment and its sustainable development;
- the promotion of positive behaviour and better team work using planned activities and problem-solving tasks;
- the promotion of specific, recognised and developed outdoor activities such as walking, orienteering, dry-slope skiing, horse-riding, abseiling;
- residential activities and their powerful contribution to many aspects of the children's personal and social development;
- opportunities to become involved in risk assessment and risk management.

Curriculum Links

For each subject studied through our curriculum there is a corresponding programme of activities, designed annually (which includes visits to the school by specialists). All these activities are in line with guidance published by the Local Authority:

- English – theatre visits, library visits, visits by authors, poets and theatre groups;
- Science – use of the school grounds, visits to botanical gardens, visiting scientists, visits to museums e.g. Science Museum/Natural History Museum;
- Mathematics – use of shape and number trails in the local environment;
- History – castle visits, study of local housing patterns, local museums;
- Geography – use of the locality for fieldwork, village trails;
- Art and Design – art gallery visits, use of the locality, visiting artists;
- PE – a range of sporting fixtures, extra-curricular activities, visits by specialist coaches;
- Music – a variety of specialist music teaching, extra-curricular activities, concerts and performances for parents to attend, Local Authority specialist services;
- Design and Technology – visits to local factories or design centres;
- Computing – its use in local shops/libraries/secondary schools etc;
- RE – visits to local centres of worship, visits by local clergy;
- PSHE– visits to and from the fire station, Senior Citizens residential home, visits by local police officers and health workers.

How Visits are Authorised

Each trip will be led by a lead adult who will usually be a member of staff employed by the school.

The lead adult is responsible for the following:

- ensuring that risk assessments are completed and submitted to the Headteacher at least 2 weeks before the trip takes place;
- assigning competent staff and adults to support with the trip;
- ensuring that, where appropriate, accompanying adults have had satisfactory DBS checks;
- making sure that all necessary permission and medical forms are obtained;
- keeping records of visits and ensure there are regular generic assessments of the risks (for example road-crossing), where there are frequent visits to local venues (for example the library);
- familiarising themselves with the regulations, advice and procedures published by the Local Authority;
- ensuring all off-site activities take place in accordance with the Local Authority's instructions.

Where staff are proposing to arrange an off-site activity, they must seek and obtain the approval of the Headteacher before any commitment is made on behalf of the school. Please see Appendix 1 for checklist.

Children with Disabilities

It is our policy that all children should be able to participate in educational visits. Where a child with a disability is eligible for a trip, we will make every effort to ensure that he/she is included. We may seek guidance from parents to help us adapt our programme, and we will make any reasonable adjustments to our itinerary to include a child with disabilities. Any such adjustments will be included in the Risk Assessment.

Equal Opportunities

Every effort is made to include all children irrespective of their special educational need, disability, ethnic origin, sex or religion. This is done whilst remembering that the safety of all those concerned, the integrity of the activity and the ability to manage the visit or venture take precedence.

Residential Activities

Where the activity involves a period of more than 24 hours, an overnight stay, or a journey by sea or air, the Headteacher will seek the approval of the Governing Board and the Local Authority before permitting the activity to take place. The Governing Board and the Headteacher need to be kept informed of all stages as they progress and approval sought before final decisions are made. The Governing Board is responsible for the final approval on matters relating to the School Journey.

Children in Years 4, 5 and 6 have the opportunity to take part in residential visits. These activities are in school time and are primarily used as a personal, social and health based/linked activity. Children are encouraged to be more independent and to self-manage within an environment different to their home situation.

The residential visits enable children to take part in outdoor and adventure activities as part of their PE work. We undertake these visits only with the written agreement of the parents and Local Authority. We provide qualified instructors for all specialist activities that we undertake and a qualified First Aider.

A full and balanced programme of events and activities is planned by the School Journey Leader in consultation with the Headteacher, School Governors and the companies who organise the trips.

Activities include:

- abseiling/zip wire
- archery/fencing
- canoeing
- swimming
- orienteering
- hiking
- caring for animals i.e. feeding, weighing, cleaning, collecting eggs
- den building
- camp fire activities

Social activities are also planned to encourage the children to mix and to work together.

Procedures for Residential Activities

It is very important to ensure that from the very start, all those involved with the planning of a residential trip are aware of the procedures before going ahead.

- A Working Party is set up, consisting of the School Journey Leader, Headteacher and School Business Manager.
- The School Journey Leader completes a Local Authority Application at least 8 weeks before each trip. This is sent to Children's Services after being approved and signed by the Headteacher and Chair of Governors.

- The Educational Visits Policy is reviewed to ensure that any new initiatives/directives are included in the policy.
- Members of the Working Party would be set tasks relating to the forthcoming School Journey plus deadlines for preparation are set e.g. planning visits, budget preparation, supervision etc.
- A file is maintained for each School Journey and contains information all about the trip as a record for the Governors and auditors to the school.
- The monitoring of the School Journey preparation is ongoing throughout the year until the School Journey actually takes place.

Evaluation

It is very important that when planning a future School Journey, the previous one is evaluated and points which need to be addressed are noted. The Headteacher and School Journey Leader meet soon after the actual School Journey has taken place.

At this meeting, feedback is given on:
- Overall success of the School Journey
- Feedback on suitability of venue/visits/transport
- Feedback on pupils
- Discussion of future changes/points to note

Risk Assessment

A comprehensive risk assessment is carried out by the group leader before the proposed visit. It will assess the risks which might be encountered on the visit and will indicate measures to prevent or reduce them. The risk assessment should be based on the following considerations:

- What are the hazards?
- Who might be affected by them?
- What safety measures are needed to reduce risks to an acceptable level?
- Can the group leader put the safety measures in place?
- What steps will be taken in an emergency?

Staff planning an off-site activity must make a preliminary visit to the venue, in order to carry out an on-site risk assessment. It is important to take into account the probable weather conditions at the time of year proposed for the trip, and the party leader should take careful account of the facilities available, with due regard to the proposed size of the group. They should also assess the site's suitability with regard to the age and any particular needs of the children. They will also consider the venue's own approach to security and to health and safety. Venues providing instructor-led activities will have their own risk assessments for particular sessions, and these assessments may be adopted if it is impractical for the group leader to experience the activity beforehand, or if he/she lacks the skills required to make informed judgements about the risks it may involve. The Local Authority will not give its approval for the visit unless it is satisfied with the venue, its instructors and their risk assessment procedures.

It is important to assess and record any health, safety or security issues that are identified during the preliminary visit. Any such issues will be taken into account when the final decision is taken on whether the visit should proceed, and the Risk Assessment must state both the extent of any risks involved and the measures that will be taken to reduce or eliminate them. The cost of these preliminary visits will be borne by the school and should be built into the overall financial arrangements for the visit itself.

The Risk Assessment must also cover transport to and from the venue.

A copy of the completed Risk Assessment will be given to the Headteacher, adults supervising the trip and, in the case of high risk activities, the Local Authority and the Chair of Governors. (Appendix 2)

Supervision

An activity should normally have sufficient adults taking part to provide the following minimum ratios:

- 1 adult to 3 pupils in Nursery;
- 1 adult to 5 pupils in Reception;
- 1 adult to 6 pupils in Years 1 to 3;
- 1 adult to 8 pupils in Years 4 to 6.

Any trip will require a minimum of two adults. However, these are *minimum* requirements, and may *not* provide adequate supervision in all cases. Where possible, one of these will be a trained First Aider.

Parents may be invited to accompany a trip to help achieve the required ratios. The class teacher will make the final decision as to which parent(s) accompany any trip. Parents not invited to accompany a specific trip are asked to not attend the venue being visited as this could confuse the organisation of the trip and impact on safeguarding.

The party, as far as possible, should remain as a whole, especially at lunch times. Staff and children should eat together. If treats, such as "ice creams" are bought for children, all children should have the opportunity to have one. Staff should not indulge in such treats if the children are not.

Transport

The costing of off-site activities should include any of the following that apply:

- transport;
- entrance fees;
- insurance;
- provision of any special resources or equipment;
- costs related to adult helpers;
- any refreshments the school has opted to pay for.

Transport arrangements will allow a seat for each member of the party. Where coaches are used they will need to meet Local Authority guidelines, and seats must be fitted with belts. We instruct all children, whether travelling by car, minibus or coach, to wear their seat belts.

Where possible, public transport will be used as the main mode of travel in and around London.

Communication with Parents

The parents of children taking part in an off-site activity should be provided with all appropriate information about the intended visit. Other than trips considered as 'local visits', parents must give their permission in writing before a child can be involved in any off-site activities.

Funding for off-site activities is provided, mainly, by parental contributions (voluntary except in the case of residential visits), with a limited subsidy from the School Fund. This must be made clear to parents in all correspondence about an educational visit at the planning stage.

No child may be excluded from an activity because of the unwillingness or inability of the parent to make a contribution. Parents will be informed of this principle through the school website and letters sent home about intended visits.

The timetable for the payment of contributions should allow for the Headteacher to make a decision about the financial viability of the activity in reasonable time.

It is very important that parents are kept informed from the start about any proposed residential School Journey. Letters are sent out well in advance giving parents information about dates, destinations and approximate costs of any residential trips. A meeting is held where the parents/pupils are invited in to discuss the forthcoming School Journey. This meeting gives parents a brief outline of the trip so that they can make an informed decision about whether they would like their child to take part. An information pack is given to each parent providing comprehensive information on all aspects of the school trip. During the School Journey week daily contact is maintained with the leaders of the School Journey and the School. In the event of an emergency, the School Journey Leader will contact the Headteacher who in turn will contact the parents/carers and appropriate parties.

Emergency Procedures

It is essential that in the event of an emergency, procedures are in place to deal with any eventualities. The procedures we have in place at Granard are known to all staff who lead a School Journey (or day visit) and have been approved by the Governing Board.

Further Health and Safety Considerations

Everyone involved in working with children on or off-site is aware of the importance of Health and Safety. (See Health and Safety Policy)

Adults accompanying a party must be made aware, by the party leader, of the emergency procedures which will apply. Each adult should be provided with an emergency telephone number. This will normally be the school number, but where an activity extends beyond the normal school day the home and mobile telephone number of a designated emergency contact should be provided.

Before a party leaves school, the school office should be provided with a list of everyone, children and adults, travelling with the party, together with a programme and timetable for the activity as well as a mobile telephone contact number for the lead adult. It is good practice to also take the school mobile phone if possible. The party leader must take a list of relevant parents' contact numbers with them on any day trip.

The safety of the party, and especially the children, is of paramount importance. During the activity the party leader must take whatever steps are necessary to ensure that safety. This involves taking note of any information provided by medical questionnaire returns, and ensuring that children have access to any medication required and are safe and well looked after at all times. All children must be given a "Granard" contact sticker to wear for the duration of the trip.

The Headteacher is informed of any emergency immediately or as is feasible, in order to put in place the emergency procedures at the school and to ensure that the situation is under control. The secondary parties are contacted and the Chair of Governors kept informed.

Prior to an activity, if it is felt that the behaviour of an individual child is likely to compromise the safety of others or the good name of the school, the party leader should discuss with the Headteacher the possibility of excluding that child from the activity or requesting parental support.

Whilst on trips all accompanying adults must follow the School's Code of Conduct and ensure that they show respect towards each other and children through speaking to children in a calm and respectful manner.

More detailed guidance on procedures and requirements can be obtained from the Local Authority's Off-Site Activities online guidance.

Safeguarding

All visits take into account the school's policies for Safeguarding (see the school's Safeguarding and Child Protection Policy).

Group Leaders' Planning

Group leaders must be familiar with the appropriate and most up-to-date guidance for off-site activities (see Smart School Services).

They must consult Local Authority documentation detailing procedures and requirements and must draw up a Visit Plan which records in writing the arrangements that have been made.

Visit Plan

The visit plan for intended educational visits will include the following as appropriate:

- Risk Assessment (Appendix 2);
- report on preliminary visit;
- applications for approval of visit;
- general information;
- names, contact details, permission forms, medical records and other relevant details of all those going on the visit;
- travel schedule;
- accommodation plan (where appropriate);
- full plan of activities;
- fire precautions and evacuation procedures;

- intended arrangements for supervision;
- insurance arrangements for all members of the group**;**
- emergency contacts and procedures;
- general communications information;
- guidance for party leaders;
- guidance for the emergency contact and Headteacher;
- medical questionnaire returns;
- First Aid boxes.

Reviewed: October 2024

Review Due: October 2027

Approved by: Headteacher: ……

Name: …….. Date: …….……..

APPENDIX 1

School Trips Checklist

	Deadline	Completed
Pre-trip visit carried out by at least 1 member of staff		
Risk assessment submitted to Headteacher at least 2 weeks before date of trip	2 weeks in advance	
Adults going must consist of at least 2 members of staff (Class teacher and TA)		
Check whole school diary before booking trip to avoid any clashes	At time of booking	
Record date of trip in whole school diary	At time of booking	
Trip letters handed to parents at least 2 weeks in advance (please check with Headteacher before sending)	2 weeks in advance	
Ensure up-to-date info on children (medical, allergies, how they are getting home after trip, you should take info of their home numbers with you)	On returning slips	
Order travel tickets with SBM	At least 2 weeks in advance	
All adults who are going on trip to be informed/reserve adult	At least a week before	
At briefing/staff meeting everyone informed of adults who will be out	At least a week before	
Inform Deputy Headteacher (Inclusion staff); Swimming Teachers; PPA Teachers	At least a week before	
TAs to check lunchtime duty with Line Manager	At least a week before	
All staff to check duty rota with Deputy Headteacher	At least a week before	
Order lunches with kitchen staff	At least a week before	
Risk Assessment to be shared with Headteacher and all staff attending	At least 72 hours in advance	
First Aid kit	At least 24 hours in advance	
Identity badges or stickers for all children	At least 24 hours in advance	
List of parent contact details for all children attending trip to be obtained from the office	At least 24 hours in advance	
School mobile charged and to be taken – any other mobiles being taken, numbers to be left with the Front Office staff (every member of staff should take a mobile phone.	At least 24 hours in advance	
Ensure you have medication for those children who need it	At least 24 hours in advance	
Parents attending trip need to come to pre-trip briefing afternoon before trip takes place. Need to be informed of route, timings and expectations of behaviour (no smoking, walking curb side)	Evening before	
Parents do not need to be DBS checked for 1 off volunteering		
Ratios • 1 adult to 3 pupils in Nursery; • 1 adult to 5 pupils in Reception; • 1 adult to 6 pupils in Years 1 to 3; • 1 adult to 8 pupils in Years 4 to 6.		

Take camera		
Child to submit small typed/neatly written piece of feedback to the Head's PA for newsletter/website	Straight after trip	

Residential trips need to be booked at least a term in advanced and checked with LA and Governors

APPENDIX 2

Protocols for trips

- Check the date with Cheryl before booking
- Liaise with Donna who supports with booking, organising transport and letters for parents
- Risk assessment to be completed two weeks in advance – include all medical information, contact details, itinerary and adults required (see minimum ratios – page 6 of Educational Visits policy) and emailed to Cheryl.
- If you can carry out a visit prior to the trip with the children, please do (to check how to get there, location of the facilities etc.). Many venues offer free teacher tickets for this purpose.
- Consider any children who may not be able to attend the trip for any reason – liaise with their parents, work out where they can go in school and provide work for them
- Organise adults (staff, volunteers, parents, governors) to support – plus potential back-up for any last minute absences of helpers - ensuring any needs/Risk Assessments for accompanying staff have been considered
- At least one week before, liaise with Donna/Kate re packed lunches, if required
- Prepare briefing sheet for accompanying adults to include: names of children in their group (who they are responsible for during the trip), itinerary, contact details and any other useful information
- Ensure the hi-vis jackets are available for the day
- Ensure you have all children's medication with you and have a first aid kit
- Brief the children before leaving the school about expectations – walking in twos (you may want to work out suitable partners in advance), keeping their adult in sight, keeping their hi-vis jackets on, remembering to take their packed lunch with them
- Ensure adults and children are aware of which group they are in – tell adults to keep counting the children in their group throughout the trip
- Count the number of children you have in total and ensure that they are all signed out on InVentry – along with all the adults you are taking
- When walking along the road, ensure the children walk in twos and adults are evenly spread out along the line - kerbside, with one at the front and one at the back of the whole group. Try to keep the group together by adjusting the pace as required.
- When the group is ready to cross the road (wait for everyone to catch up before attempting to cross the road), two adults should enter the road to stop traffic in both directions before any child steps off the pavement. Children should then walk across the road in their pairs and wait on the other side - a few metres along (give them a point where they should stop) until the whole groups has reassembled, including the adults who were in the road.

- Regularly ask the adults to check their group is still all present and carry out regular headcounts for the whole group.

APPENDIX 2

RISK ASSESSMENT AND RISK MANAGEMENT RECORD				OFF-SITE ACTIVITIES AND EDUCATIONAL VISITS			
Establishment	**Granard Primary School**	**Time leaving**		**Time returning to school**		**Date**	
Location/Purpose						**Group size**	
Leader Including phone no.		**Other staff & adult helpers Including phone no's**		**Adults: children ratio**		**Boys/ Girls ratio**	
Second in command		**Basic itinerary listing approximate times in different locations**					
Person responsible for any medication							
Person responsible for First Aid							

Area for consideration	List of Possible Risks	Control measures – reducing the risk
SITE BEING VISITED AND ENVIRONMENT		
GROUP		

CHILDREN WITH ADDITIONAL NEEDS/MEDICATION/ALLERGIES		
ACTIVITY ARRANGEMENTS		
TRANSPORT PLANNED ROUTE		
TRANSPORT ALTERNATIVE ROUTE		
VARIATIONS: Record any additional assessments and control measures here if this sheet is used as a generic risk assessment		
ACTIONS TO TAKE IF GROUP ARE SEPARATED/INVOLVED IN AN INCIDENT e.g. methods of communication, agreed meeting points,		
IS THERE A RISK ASSESSMENT AVAILABLE FROM SPECIFIC ESTABLISHMENT? Yes/No **Please attach if Yes**		

Generic/Mandatory Risk Assessment, used and acknowledged

1 Council – risk assessments/guidance used

-
-
-
-
-
-

2 Establishment – risk assessments/guidance used

-
-
-
-
-
-

Alternative plans (Plan 'B'/Plan 'C')

-
-
-
-
-
-

Emergency Contacts – take the emergency action cards with you! **Group details – ensure you have full details close to hand.**

Ongoing Risk Assessment

1 Apply the control measures
2 Monitor how effective they are
3 Change, adapt, revise as required

Examples

- monitor the weather
- monitor water/river levels
- monitor traffic on road
- monitor conditions underfoot
- monitor group and leaders response and motivation
- monitor behaviour
- assess group risk awareness in different environments
- monitor the response of your supporting adults

Completed: Date ----------

Signed: Group leader ----------

Head of establishment
or EVC ----------