



Phoenix Infant Academy
Together We Soar

Name of Policy	Educational Visits Policy
Scope of Policy	This policy applies to all pupils, members of staff, parents and visitors at Phoenix Infant Academy
Approved by	Principal
Date of Approval	Sept 2021
Review period	Three Years
Review Date	Sept 2024

GROWING STRONGER TOGETHER



**THAMES LEARNING
TRUST**

Introduction

Trips, visits and learning offsite comprise an essential part of the school curriculum at Phoenix Infant Academy. Successful trips provide memorable learning experiences and enhance the children's education in ways that are not possible in the classroom. The school is committed to providing school visits as a positive tool to develop pupils' independent, investigative learning, and to build their experience of the local and wider world.

Within school, responsibility for educational visits rests with the Trust, Principal and the Educational Visits Coordinator (EVC), however all school employees have a responsibility to:

- *take reasonable care of their own and others' health and safety*
- *co-operate with their employer*
- *carry out activities in accordance with training and instruction*
- *inform the employer of any serious risk*

This policy been produced to offer school staff advice and support in the planning and organising of all offsite activities in order to ensure the health and safety of pupils.

Definition

For the purposes of this policy, an 'educational visit' means any educational, cultural or sporting activity that requires the pupils to leave the school premises having been authorised to do so by the Principal. This includes the following:

- *Visits to places of interest in the local area*
- *Day visits to museums, galleries and places of educational interest*
- *Sporting activities including inter school competitions*

Aims and expectations

Most classes in the school will have one educational visit each half term, although there may be fewer in Reception and Nursery. These trips are planned to support and broaden the children's understanding of the current topic. Class teachers may arrange additional visits throughout the year following authorisation from the EVC, providing the costs for the school year are not excessive. In addition to this, there will be additional trips arranged throughout the year, such as sports or music trips. All activities are available to all children irrespective of needs, ethnicity, gender or religion.

Planning and Preparation for a trip

The Educational Visits Coordinator

The school has appointed an Educational Visits Co-ordinator (EVC) whose role is to coordinate the planning and management of these activities. All off-site activities must be approved by the EVC at least two weeks prior to the proposed date of the trip, unless the trip has been planned in response to an educational opportunity that has arisen, for example a last minute invitation to a significant event or rearranged sporting fixture. Where possible, dates for educational visits will be set at the beginning of the calendar year to enable office staff to book tickets and transport as applicable.

Procedure

The best practice to be adhered to in the arranging of school trips is as follows:

- The trip leader holds a meeting with the EVC to discuss the proposed trip. At this meeting the trip leader must outline their reasons for going on the trip and the potential timings/implications/considerations for assessing the risks involved etc.
- In consultation with Year Leads/class teachers as applicable, the office will book the entire trip on the agreed date(s).
- Office staff will calculate a cost per pupil, inclusive of transport and insurance. This must be sufficient to cover the entire cost of the trip, including any charges for additional helpers.
- Once confirmed with the venue and transport providers, the dates for the trip must be entered onto the school electronic diary
- In cases where school lunches are affected, kitchen staff must be informed by the school office
- The trip leader must add the trip to EVOLVE and upload Minute by Minute plans and Risk Assessment to EVOLVE at least 4 weeks before the trip takes place (unless in exceptional and agreed circumstances).
- Class teachers will inform parents in advance of dates for school trips via Class Dojo, with further specific details in a separate letter, giving at least two weeks' notice (unless there are exceptional circumstances).
- Where applicable, parental volunteers will be asked for. Where there are more volunteers than spaces, parent helpers will be selected using a fair and transparent process.
- If appropriate, payments will be made directly to the school office via the school payment system: ParentPay.
- A trip meeting should be held with all adults supporting on trips at least 2 days prior to the trip taking place

Risk assessments

A full risk assessment must be completed four weeks prior to a trip, which must be approved by the school's EVC, using the school's risk assessment template and uploaded to EVOLVE. To support the process, existing risk assessments can be used, evaluated and updated, including generic risk assessments provided by the centre to be visited, risk assessments completed by colleagues who carried out the same trip and/or the generic risk assessments available on the school server.

The risk assessment must include details of any specific medical issues, additional support for individual children and details of adult helpers. The risk assessment is accessible online for both the EVC and trip leader.

Parental consent

In accordance with the Home School Agreement, most parents give blanket permission for their child to attend school trips. As a result, permission is no longer requested from parents for individual school trips or sporting activities. However, parents will always be informed about the trip or activity by email or letter. All the necessary details will be included in the letter, as well as any payments required.

Permission will be specifically requested from parents for:

- Residential trips
- Adventure trips (e.g. outward bound) or a long journey
- Trips that take place outside of school hours

Ratios

All trips should be individually risk assessed to ascertain the safe level of adult supervision required. Below are the minimum adult to pupil ratios that our school is committed to implement. These are to be adhered to unless there are exceptional circumstances and/or permission has been given by the Principal.

- Reception classes - 1:4
- Years 1 – 2 - 1:6

If a child with an Education Health Care Plan is participating in the trip, this pupil must have the same support that is ordinarily available to them during the school day.

Payments for trips

When planning educational visits, class teachers will always consider the cost implications for parents. Excessively expensive trips will be avoided wherever possible. All payment by parents for school trips is made in the form of a voluntary contribution. However, in the event that the school is unable to cover the costs of a planned visit, the trip might have to be cancelled. All payments are made online via the ParentPay website. In certain cases, the school may be able to subsidise the cost of school trips. In these cases, parents need to contact the school office.

Behaviour on school trips

The school's Behaviour Policy applies equally to children when they are being educated off-site. Indeed, being outside of the school, expectations are even higher as children are acting as ambassadors for our school. We expect our pupils to behave courteously to all members of the public that they meet. It is essential for their own safety that they listen carefully to their accompanying adults and act on any instructions given to them. It is also essential that all children actively participate in all aspects of the trip as trips are an integral part of the child's education. Children will always be reminded of the behaviour expectations before going off-site on their visit.

Trip Safety

The school takes the safety of its pupils on off-site visits extremely seriously. All supervising adults must be made aware of the duty of care which is placed upon them. The school's Safeguarding Policy will be implemented during all off site activities. The school will adhere to the following to ensure the safety of children on educational visits:

An adult of each gender to accompany mixed groups of pupils, if possible

Newly Qualified Teachers to be accompanied by an experienced member of the teaching staff on their first visit

Supervising adults to include a member of staff with knowledge of basic First Aid

For EYFS trips, at least one first aider must accompany children

- Supervising adults must know of any special medical details relevant to any pupil
- First aid kits and any individual medicines, e.g., asthma inhalers, must be taken on the trip
- Children to be briefed about the importance of staying with their partner/group/adult helper and taught how to keep themselves safe and risk assess (as appropriate)
- Any adult who has not been DBS checked should not be left alone with children during any activity
- Adults must never travel alone with a child in their own vehicle
- Any adult helpers must be fully briefed prior to leaving, in writing, with names of children in their group, expectations and responsibilities, and mobile numbers of members of staff (using Minute by Minute documents)
- When walking along a pavement, children must be in a line in pairs (or single file if necessary) with teaching staff at the front and rear, and other adults alongside
- Regular headcounts to be taken

Transport

Travelling on public transport

When travelling on via public transport the leader must contact a member of staff at the station to inform them that they are on a school trip and ask them to escort the group to the correct platform and to inform them of their destination. Leaders must ensure all children and staff are on the public transport and board once it is safe.

Once the children have boarded the transport they must be seated wherever possible, all staff and volunteers to give priority to the children.

If at any point whilst using the transport a group of children are left behind with an adult, the rest of the staff and children on board must get off at the next station and wait until the leader arrives. The leader must inform the school immediately or as soon as possible, as per emergency procedures outlined below.

Use of staff cars to transport pupils

PIA staff do not use private cars to transport pupils. The Principal has the prerequisite insurance for emergencies and home visits and an additional member of staff will accompany any such journey.

Emergency procedures

The trip leader must always complete the Emergency Arrangements section of the Risk Assessment Form prior to any educational visit.

In cases where a child or children need urgent medical attention, one staff member will accompany that child (or children) for treatment, while other staff members and adults remain with the rest of the group. School will be notified at all times, and they in turn will notify parents.

In the unlikely event that a child becomes separated from their group, they must follow the steps below, about which they will have been briefed prior to departure:

- *Wait so that the trip leader can re-trace their steps to locate the child*
- *Speak only to adults in uniform, e.g., Museum staff, police etc. but under no circumstances go with them*

The trip leader and one other member of staff will search the immediate vicinity. Another member of staff will assume overall responsibility for the group during the absence of the trip leader to maintain the safety and well-being of the other children.

If the child is not found after approximately 20 minutes, the trip leader will phone the school office to notify them and ascertain whether they have any information. The school will notify the parents.

The trip leader will contact the police after 30 minutes of the child going missing. Once the police arrive, all relevant information about the child will be given, so that the police can take over the search. The trip leader will remain with the police to comfort the child when found and maintain regular contact with the school. The remaining staff and adult helpers will return to the school with the rest of the children.

When the situation has been resolved, the Principal and SLT will conduct a full investigation to ascertain how the incident occurred and revise the risk assessment procedures where appropriate.

Other Relevant Policies and Documents

This policy complements and supports a range of other policies:

- *Health and Safety Policy*
- *Safeguarding Policy*
- *Behaviour Policy*

Contacts:

Kate Pelazza: Principal

Becky Austin: Assistant Principal - Inclusion

Amanda Jarrett: Educational Visits Coordinator

Appendix A: Risk Assessments

The Management of Health and Safety at Work Regulations 1999 places a specific duty on employers to carry out risk assessments on the hazards that their employees or others may be exposed to. There are specific legal requirements, duties and responsibilities contained within the Management of Health and Safety at Work Regulations 1999.

Procedure:

- IDENTIFY ANY HAZARDS:** A hazard is something which has the potential to cause harm. e.g. noise, electricity, fire, manual handling, people.
Look for any hazards that could result in significant harm or loss and list them
- WHO MIGHT BE HARMED:** Identify groups of people who may be harmed by the hazards you have listed.
- EVALUATE THE RISK:** Consider how likely it is that the hazard could cause harm or loss
- IS THE RISK ADEQUATELY CONTROLLED:** Risk is the chance, great or small, that someone will be harmed by the hazard.
Identify whether you have already taken precautions against the risks from the hazards that have been identified. The aim is to eliminate or reduce risks by putting in place suitable precautions.

Risk factor calculation:

Identify a HAZARD. Decide on the chance of it happening. Use scale below:

Likelihood		Risk band
1	A highly improbable occurrence (not known)	Low
2	A remotely possible (may have happened)	Low
3	An occasional occurrence (known)	Med
4	A frequent occurrence (happens)	Med
5	A frequent and regular occurrence	High
6	Almost a certainty (immediate ACTION to prevent a disaster)	High

Then decide how SEVERE the accident or illness could be. Use scale below.

Severity		Risk band
1	Negligible injuries/illness/damage	Low
2	Minor injury/illness/damage	Low
3	Major injury/illness/damage (RIDDOR?)	Med
4	Single fatality/serious illness/damage	Med
5	Multiple fatality/very serious illness	High
6	Multiple fatalities (including off site) Certain death from consequential illness	High

Likelihood x Severity = Risk Rating (see table right)

RISK ASSESSMENT SCORE

- 1 – 6 LOW RISK: Keep assessment under review
 8 – 12 MEDIUM RISK: Put in place effective control measures & monitor
 15 – 36 HIGH RISK: Review procedure and ensure control measures are in place and are working effectively. Consider alternatives.

	1	2	3	4	5	6
1	1	2	3	4	5	6
2	2	4	6	8	10	12
3	3	6	9	12	15	18
4	4	8	12	16	20	24
5	5	10	15	20	25	30
6	6	12	18	24	30	36

All of the above is encapsulated in a risk assessment template (see appendix 6)



Appendix B: Group Leader Emergency Action Card

This card is to be carried by all group leaders

Emergency Procedure

In the event of an incident overwhelming your team's coping mechanisms, use the following to guide your actions:

1. *REMAIN CALM - Assess the situation.*
2. *Safeguard yourself and then any other uninjured members of the group. Make sure all other members of the party are:*
 - ✓ *accounted for*
 - ✓ *safe*
 - ✓ *adequately supervised*
 - ✓ *briefed to ensure that they understand what to do to remain safe.*
3. *Delegate Assistant Leaders if possible so you can keep an overview of events and to allow 'concurrent' activity.*
4. *Call emergency services as appropriate.*
5. *Carry out first aid to the best of your abilities. Remember the aims of first aid are to*
 - a. *Preserve life*
 - b. *Prevent the condition worsening*
 - c. *Promote recovery*

Essential First aid

1. *casualties need to be able to breath – if they are unconscious this means being put into a safe airway position*
2. *you need to try to find and stop any serious external bleeding*
3. *you need to protect the casualty from the environment - keep them warm*
4. *Monitor their condition, talk to them, reassure them, hold their hand and provide emotional support.*

Once the immediate situation is contained:

- *Inform the school Emergency Contact - [Kate Pelazza](#) 07738 106253 or, if unavailable, Jenny Spong in the school office. They will need the following information:*
 - *Who you are, which Establishment you are from and what your role is within the group*
 - *What number can you be called back on?*
 - *What is the nature of the emergency?*
 - *How many casualties there are and their status*

- *The total number of people in your party*
- *Your current location*
- *Whether you are staying where you are or moving – if you are moving where to?*
- *What time did the accident/incident happen?*
- *Liaise with, and take advice from, emergency services if they have attended the scene.*
- *Consider the physical needs of the group and casualties in terms of shelter, refreshments, transport/repatriation.*
- *Consider the emotional needs of the group such as removing them from the scene, providing emotional support (they can often do this for each other), giving them useful things to do.*
- *Control communications - prevent group members from using phones or going online unsupervised or until approval is given.*
- *Keep a written log of all actions taken, conversations held and a timescale.*
- *Refer all media, parental or other enquiries to your employer's press office.*
- *Inform the Foreign Office Consular Assistance Team if abroad.*

Emergency Numbers

Phoenix Infant Academy office	01753 521 888	
Head/Manager	07738 106253	

Appendix C – Visit Planning checklist



This checklist is intended for use as an aide-memoir for the main elements of visit organisation as set out in the *Educational Visits* guidance.

Purpose of visit

- what are the aims of the visit?

Where and when do you intend to go?

- are venue, activities and time of year appropriate to aims and age/ability of group?
- have you planned alternative activities in case you need to abandon your planned programme for any reason?
- does the visit involve the use of an independent provider?
- if yes, has this provider satisfactorily provided relevant H&S information (policy, risk assessments, insurance, qualifications etc) before you make any booking?

Have you gained approval from EVC **prior** to making any financial commitment?

Risk management

- have you carried out an exploratory visit?
- what are the main hazards?
- are the main hazards covered by the LA/school/centre risk assessment for this type of activity/visit?
- if yes, have you discussed these with other leaders?
- if there are additional hazards and safety measures above and beyond the risk assessment, have you completed a specific risk assessment that details these additional risks and safety measures?
- Have you shared this with other leaders and young people and filed a copy?

Staffing

- Are adequate staffing numbers available, taking into account any special needs?
- Have you checked the advice on typical young person?
- Are staff competent for their roles on the visit?
- If establishment staff are planning to lead activities which require LA approval, have they obtained LA leader approval?
- Are Voluntary helpers being used? Are they appropriate? Are they insured, by being entered on the school/centre list of voluntary helpers? Are they aware of their responsibilities?
- Is a police check necessary for your helpers under the Child Protection Act?
- Are any of the activities offered licensable under the Adventure Activities Licensing Regulations, 1996?
- If so, is the provider licenced by the Adventure Activities Licensing Authority to provide these?
- Does the visit involve young people working without the direct supervision of staff at any time?

Parent/carer information and consent

- Have you provided parents/carers with full information regarding the visit and all planned activities ?
- Have you met with parents/carers? (for residential visits only)
- Have they given appropriate written consent?
- Have you filed copies of the consent forms with The Head?
- Are they aware of the consequences of any misbehaviour by their child?

Special Needs

- Have you taken account of any special needs of young people/staff?
- Have you made all staff (including independent providers) aware of relevant special needs?

Programme

- Does your programme include alternatives (plan B) in case the original programme needs to be abandoned for any reason?
- Have you planned 'Down-time' arrangements?
- Have you arranged adequate supervision at all times? Duty rota for staff?
- Have you agreed standards of behaviour and conduct?

Clothing and Equipment

- Are clothing and equipment appropriate to the activities and location?
- Has young peoples' essential clothing been checked?

Medical arrangements

- Do you have a record of relevant medical information of all the young people and staff?
- Have you made appropriate medical arrangements, including first aid?
- Are there any special potential health hazards associated with the site?
- Are all staff involved aware of the above?

Accommodation

- Suitability? Pre-visit check?
- Fire precautions and certification? Fire drill?
- Young people security?

Transport

- Driver suitability?
- Drivers' hours?
- School minibus regulations adhered to?
- Insurance?
- Adequate stops, eating and care arrangements en route?

Emergency procedures, contacts and communication

- Have you planned what to do in the event of an emergency during the visit?

- Have you established appropriate emergency contacts (24 hrs) with your base establishment and parents/carers? County press/media officer?
- Have you set up effective communication procedures with the group?
- Are you aware of the emergency card? you must be familiar with this and have relevant copy with you

Post-visit review arrangements

- Review risk assessment and update if necessary – involve EVC.
- Review other arrangements and evaluate whether the visit met the intended aims
- Outstanding invoices paid
- Borrowed equipment returned
- Displays
- Parents'/carers' evening
- Thank you letters
- Article with photographs to the local media

Appendix 6 – example of a risk assessment

Trip Leader Sig: Mrs Bloggs

Date:

EVC Signature:

Phoenix Infant Academy Ed. Visit Risk Assessment			Class: Yr2	Venue: St. Anthony's church		Visit date:			
No.	Hazard		To Whom	Likelihood	Severity	Risk Rating	Existing Controls	Action Required	By Whom & When
	Activity / Equipment	Possible injury / harm							
	Walking to the church	Traffic injury	All	2	5	10	Grouping small with adult leaders. Additional adults to cordon off road. Route shared in min by min mtg and visual training for crossing of public spaces.	(these adults to wear high vis jackets)	Trip leader
	Walking to the church	Inclemental Weather	All	3	1	3		Chn to wear appropriate outdoor clothing. Check forecast on the morning of the trip.	
	Use of minibus for Resource Base pupils	Traffic injury	Resource Base pupils and 101 LSAs	2	5	10	Chn with 1-1 LSA support. Seat belts.	Chn to sit beside designated 1-1 LSA. Adults to put on seat belts.	
	Uneven surfaces including steps in Church	Minor injury	All	3	2	6	Grouping small with adult leaders.		