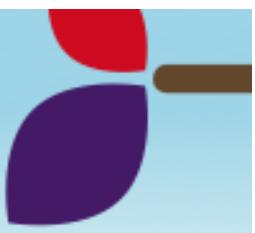




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Lanesend Primary School

School Trips Policy Safeguarding and Welfare of Children Policy

Signed: **Date:**
(Headteacher)

Signed: **Date:**
(Chair of Governors)

Review Date: November 2021 (Every 3 Years)
Reviewed By: Educational Visits Coordinator and Child-Centred Group

Lanesend Primary School Trips Policy

Learning Outside the Classroom

- Every young person should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances.
- These often the most memorable learning experiences, help us to make sense of the world around us by making links between feelings and learning. They allow us to transfer learning experienced outside the classroom and visa versa.
- Learning outside the classroom is about raising achievement through an organised, powerful approach to learning in which direct experience is of prime importance. This is not only about what we learn but importantly how and when we learn.

The school has a strong commitment to the added value of learning outside the classroom, some of which takes place beyond the statutory school day and beyond the school premises.

Each year the school will arrange a number of educational visits and activities that take place off the school site and/or out of school hours, which support the aims of the school:

- To develop confident, secure and happy children.
- To provide a fresh, vibrant and active curriculum that models and inspires enthusiastic lifelong learners.
- To track the progress and attainment of all children; celebrate and value their successes.
- To foster love and compassion for each other and the wider community.
- To nurture trust, promote self-discipline and respect within a safe environment.

The range of opportunities and activities are outlined in the school prospectus along with the criteria by which children are able to access them and the methods by which families will be notified and asked for their consent.

The Board of Trustees has given its approval to the following types of activities being arranged in support of the educational aims of the school:

- Out of hours clubs (choir, orchestra, art, sports, homework, etc)
- School teams
- Regular nearby visits (e.g. Cowes Library, Northwood Cemetery, Cowes Baptist Church, Mill Hill Co-op)
- Day visits for particular year groups
- Residential visits Years 4/6
- Residential trip to France Y6
- Adventurous activities, which might be classed as higher risk (e.g. sailing Y5)

Approval Procedure and Consent

The Headteacher has nominated a teacher as per DCSF Guidance as the Educational Visits Co-ordinator (EVC) and the Governing Body has approved this appointment. The Governing Body has delegated the consideration and approval of educational visits and other offsite activities to the Curriculum and Progress committee and has nominated the Headteacher as signatories, as necessary, on behalf of the Governing Body.

Before a visit is advertised to families the Headteacher, the EVC and Governors must approve the initial plan.

Visits that include adventurous activities and/or a residential element will require approval by the Local Authority.

Day visits that do not include adventurous activities but involve groups travelling outside the County of the Isle of Wight will be registered.

Where external contractors are involved in organising all or part of the visit the contract will be made with the school on behalf of the children. All payments for the visit will be made through the school's accounts.

For out of hours clubs, school teams and nearby visits, families will be asked to sign a general letter of consent for participation in these activities when their son/daughter enters the school (Ev3i form). Families will be given the timetable for the activities that children are involved in and will be informed if an activity has to be cancelled.

For any visit lasting a day or more, families will be asked to sign a letter, which consents to their son/daughter taking part. This will include a separate medical consent form. The school has a standard model letter, which should be used for this purpose.

Staffing:

The school recognises the key role of accompanying staff in ensuring the highest standards of learning, challenge and safety on a school visit. Teachers and other staff are encouraged and supported to develop their abilities in organising and managing children' learning in a variety of environments through induction, apprenticeship and training. The selection of staff for educational visits will be a key priority in the initial approval of any proposed visit.

The school will ensure that DBS screening is available for volunteer adults assisting with educational activities and visits. On residential visits the gender of the staff responsible for supervision and pastoral care will endeavour to reflect the gender of the children. The staff:child ratios will not exceed those as recommended by the Local Authority.

The school does not support additional people accompanying educational visits who

are not children at the school or part of the agreed staff complement. This may include family members accompanying visits if the Governing Body is not satisfied that there is an educational benefit for the children.

The appointed Visit Leader will be fully supported in the tasks required to arrange the visit. This will include, as necessary, making time or finances available to conduct an exploratory visit, briefing teachers and other staff, accessing training courses, reviewing and evaluating the visit or identifying time when the leader and EVC might work in partnership to undertake planning and risk assessments.

The Expectations of Children and Families:

The school has a clear code of conduct for school visits based on the school's 'Behaviour Policy'. This code of conduct will be part of the conditions of booking by the families, and will include guidance in relation to the potential of withdrawal of a child prior to and during the visit if such conduct would have led to a fixed term exclusion from school.

Emergency Procedures:

The school will appoint a member of the Progression Team as the emergency school contact for each visit. All major incidents should immediately be related to this person, especially those involving injury or that might attract media attention.

The Visit Leader will leave full details of all children and accompanying adults on the visit with the emergency school contact, including the home contact details of families/guardians and next-of-kin, as appropriate.

The Visit Leader will take with them the contact details of the appointed emergency school contacts.

The emergency school contact will refer to the Business Continuity Plan in the event of a major emergency or event.

All incidents and accidents occurring on a visit will be reported back through the school systems. The Local Authority and Ofsted should also be advised of any serious incidents or accidents.

The school will have emergency funding available to support the Visit Leader in any emergency that occurs in the UK or abroad.

Evaluation:

- All visits will be evaluated by the Visit Leader with the EVC.
- The EVC will ensure that any risk assessments for the visits or activities are evaluated and/or modified as a result of findings or feedback from the visit.
- The Headteacher is responsible for presenting a financial account for the visit, which will be audited as part of the school's procedures.

Please see our Charging and Remissions Policy and Debt Policy for details on payments for School Trips.

This policy is to be read in conjunction with the Educational Visits Policy.

Process for arranging a trip (including sports fixtures offsite)

Before the visit

- Why are you doing the trip – what are the learning objectives?
- Check date doesn't clash with other school activities – check with main diary in office, think about the whole school the trip isn't in isolation, there can be a lot going on!
- If ok then put in diary – ensure you have passed the date past Caroline.
- Price up the trip – check all costs involved such as admission charges (children and staff), transport costs.
- How many children will be attending – divide total cost by number of children attending.
- There is a trips budget which supports hardship cases and can subsidise some trips (only with Caroline's permission)
- Risk assessment to be carried out by lead teacher. Think of a risk assessment as an outdoor lesson plan. Do you need to get risk assessments for any transport or venues? Important so we know what they are responsible for, although overall pastoral care remains with us. If residential/abroad speak to Carrie as need our H&S consultant to check and authorise to adhere to RPA insurance.
- Ensure you have a plan B in place on your risk assessment. Have you allocated a meeting place should people get separated from each other?
- Does the trip need any “reasonable adjustments” made to accommodate particular children – Always think how we CAN include children in the trip – this is covered by legislation.
- Ensure the correct numbers of staff are attending for the number of children on trip. All staff should be briefed on the risk assessment and children attending.
- Ensure you have first aiders on the trip.
- Do you have any high risk children which need additional plans put in place eg 1:1 staffing or that have medical needs.

- Complete trip authorisation form and submit with completed risk assessments to Carrie and Caroline for sign off along with all additional forms now required as per revised trip approval form.
- Send letter to families via email and copy to office please. Ensure the families know exactly what their children will be doing e.g. A residential to Little Canada isn't enough, what are they doing, are they on the water are they doing zip wire etc. (important as families can claim after an accident they didn't give permission- must be informed consent)
- Permission slips are returned via email by families and must be kept until the child turns 21 years old
- If you need transport arranged please ask the office/if you need the school minibus book with the Office
- If using staff cars do they have business insurance?
- Carrie and Sue need advising about bookings and costs to ensure budgets are adhered to!
- Have you ensured all children have an EV3 on file?
- Have you run through the controls for risk with the children?

During the visit

- On the day take all medicines and forms, risk assessment and EV3s and all contact numbers you may need.
- Ensure you have a mobile phone
- Constantly carry out a dynamic risk assessment – things change!
- Ensure visit leaders inform base contact of any updates or changes to plans

After the visit

- Evaluate the visit – would we do it again? Did it benefit the children? Ask the children!
- What do we need to change for next time?
- Were there any incidents or accidents which need putting on file – again this would need to be kept until the child turns 21.

Emergency Plan

In the event of an emergency, the full Emergency Plan Policy will be followed.

Incidents during Offsite Activities:

In respect of school trips and visits guidance is available from the DFE good practice guide Health & Safety of Children on Educational Visits, also see School Trips Policy. Offsite risk assessments **must** be undertaken for all offsite activities.

For all emergencies, the Headteacher or Deputy Headteacher must be notified immediately (following calls to emergency services). Families of children involved **must not** be contacted prior to the Headteacher being spoken to.

Residential visits – The adults who are attending the residential visit must meet prior to the visit to go through all emergency procedures and risk assessments. The Headteacher or Deputy Head must be present at this meeting.

Calling Police – Emergency Services

If an incident occurs which requires an immediate response from emergency services, then call

9-999

ACTIONS – OFF-SITE INCIDENT

SERT COORDINATOR
ACTIVATE SCHOOL (OFF-SITE) EMERGENCY PLAN

1. Brief SERT and mobilise as required.
2. Contact Emergency Services
3. Brief staff, governors, children and families – following advice from Emergency Services.
4. Contact any other relevant agencies eg organise transport for returning children and staff.

PLAN INITIAL MANAGEMENT OF INCIDENT

- | | |
|--|---------------------------|
| • Dealing with enquiries | Media |
| • Informing families of those involved | Transport |
| • Maintain normality within school | Special Needs children |
| • Resources/Materials | Cultural/religious issues |
| • Communication | Mutual Aid |
| • Reuniting Children with families | Business Continuity |

PLAN LONG TERM MANAGEMENT OF INCIDENT

- | | |
|--|---------------------------|
| • Communication with incident locality | Media |
| • Clear up of affected area | Business continuity |
| • Support for children/staff/families | Reputation |
| • Acknowledgement of incident | Attending funerals |
| • Gifts/cards to persons affected | Discussing opportunities |
| • Planning memorials and commemorations | Monitoring the effects |
| • Restoring normality | Debriefing/updating plans |
| • Public inquiry/investigations/legal implications | Financial implications |