



## **WILDRIDINGS PRIMARY SCHOOL**

### **Offsite Visits Policy**

|                    |                      | <b>Signature</b> | <b>Date</b> |
|--------------------|----------------------|------------------|-------------|
| <b>Headteacher</b> | <b>Mr Simon Cope</b> |                  |             |

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|--------------------------------|---------------------------------|
| <b>Approved by Headteacher</b> | 11 <sup>th</sup> September 2019 |
| <b>Next Review</b>             | February 2022                   |

## **ON SCHOOL JOURNEYS AND OFFSITE ACTIVITIES**

Teachers should read this on induction and are responsible for refreshing themselves of its contents. An extremely useful check list for organisers/teachers in charge is attached.

1. The proposal for any visit must be made to the Headteacher one month before the visit, before parents or children are informed about it. (Any shorter period to be agreed with the Headteacher)

This proposal should include:

- The aims and objectives of the visit
  - The links to the curriculum
  - Details of the place to be visited, supervision from those at the place
  - The length of journey and proposed mode of transport
  - The dates of the visit
  - The number of teachers, adults and first aider required to accompany the trip (see staffing ratios).
  - The name of teachers who will be in charge on the day/s
  - When and who will make preliminary visits (organisation guidance and risk assessment guidance)
  - Full cost of all aspects of the trip and cancellation/booking arrangements.
2. The School Business Manager will agree the final costs in line with the charging policy.
  3. The trip will be agreed with teacher in charge within 3 days. A booking should then be confirmed, by the Administrative staff. The letter of confirmation should contain:
    - The date
    - Arrival and departure times
    - Cost, any support from experts at the place
    - Number of children and adults that we propose to take
    - Who the teacher in charge will be on the day
    - Cancellation arrangements agreed
    - Coaches to be booked by admin staff and seat belt provision to be checked with the coach company regarding seat belt provision.
  4. Monies should be sent to the school office where a check on income will be monitored to ensure that the trip is viable.
  5. The letter to parents, to be sent home at least three weeks before the visit. (any shorter period to be agreed with the Headteacher) should include :
    - What the educational value and purpose of the trip is
    - Teacher in charge
    - Method of travel (seat belt provision)
    - Details of all activities and arrangements for supervision
    - How much we are requesting as a voluntary contribution and one week's time to return; reference to no fee for pupils on FSM.
    - A consent form which parents should sign to give their permission for their child to go (without this no child will be allowed to go).
    - Information for parents about clothing requirements, meal provision or requirements, departure and return times, pocket money and any relevant health/safety warnings (e.g. animals, asthma)
    - A statement saying that if insufficient contributions are received then the trip might be cancelled but that no child will be otherwise excluded because payment is not forthcoming.
  6. Teacher in charge completes the online 'Offsite Visits' form at least 10 days before the trip and 3 weeks if out of Berkshire. This must include a pupil list, and staff list with contact numbers, as well as detailing the trip and completing the risk assessments. This should be printed and left with the school office for reference on the day of the trip.

The trip will be authorised online by the Offsite Visits Coordinator and (for out of county) the Offsite Visits Adviser.

7. Teacher in charge to advise the kitchen staff of the likely reduction in numbers five days before the trip. The teacher in charge must consult the School Business Manager one week before the trip in order to confirm that the trip is viable and inform the Headteacher accordingly.
8. The day before the trip the teacher in charge must have the following ready for the Headteacher to see and a copy to be left in the school office;
  - The final list of children and adults who will be going and on which coach etc. (updated on the morning when registers are taken).
  - The consent forms, contact numbers, medical ailments details (to be held on the trip by teachers only)
  - The first aid kit, bucket, paper towels
  - A list of which children will be in whose groups and the itinerary for each group (including which parent helpers)
  - The emergency procedure sheet
9. All teachers should also make sure that they refer to the LA Offsite policy BEFORE arranging any trip.
10. Residential Visits – Additional

Similar arrangements to day trips are required. In addition:

- Full governing body permission is required before the visit is booked which must allow suitable time for the steps below.
- A parents' meeting and written information must be provided at least four months before the visit.
- A full kit list, itinerary and information letter must be provided for parents at least two weeks before the trip.
- All parents will be asked to provide clear instructions regarding essential medication to be administered. A daily book will be kept confirming such administration.
- Viability in terms of parental commitment must be checked before booking is made. Parents should be asked to fully pay for a trip three weeks before a residential visit. A deposit may be asked for and parents may be offered the opportunity to pay in instalments.

## TEACHER IN CHARGE NOTES

### ORGANISATION – Residential and Non-Residential

For all residential activities 24hr contact arrangements should be established with the management of the school and these telephone numbers should be carried at all times by supervisory staff. For day trips emergency number sheet must be taken.

Where the activity is taking place in a location where telephone contact may be difficult, the use of a mobile phone is strongly recommended.

For residential visits the named 24hr contacts at base (i.e. the school) should have immediate access to an aide-memoir concerning the journey/activity containing the essential information needed. A format for such an aide-memoir is to be found at the end of this section. For non-residential trips see point on previous page.

For every school journey and off-site activity the Headteacher should designate a suitably experienced teacher as teacher in charge. The following is a summary of the principal responsibilities, which may be delegated to teacher colleagues but remain the responsibility of the teacher in charge to ensure.

- Reconnaissance of centre and location
- Planning the programme
- Making travel arrangements
- Letter to parents
- Collecting parental contributions
- Liaison with centre staff where used including clarification of roles and responsibilities and regulations, which apply at the centre.
- Checking First Aid, toileting and eating arrangements
- Holding a parents' meeting where desirable
- Checking Parental Consent forms and making appropriate arrangements for pupils requiring medication
- Completing online 'Offsite Visits' Form including Risk Assessments
- Briefing supervisors including designation of responsibilities (e.g. for a coach, cabin/dormitory, activity)
- Establishing contact and emergency procedures
- Compiling lists of pupils for supervisors, 24hr contacts (residential), school office and for use on coaches indicating on which coach each pupil is travelling.
- Ensuring that pupils wear suitable clothing
- Briefing pupils on safety with reminders as appropriate
- Arranging meetings of supervisory team as required
- Completing accident report forms

## ACCOMPANYING TEACHERS/ADULTS

### Residential and Day Educational Visits

All accompanying teachers/adults need to ensure that they have with them and are fully conversant with:

1. The educational aims, objectives and purposes of the trips.
2. A full itinerary – including times of arrival, departure, meeting etc – and who will be involved in meeting you at each venue and working with you with the children e.g. Curator at a museum, etc.
3. The outcomes of each visit for each child i.e. what will each child be expected to have done or to know at the end of each visit.
4. A full list of children, contact numbers (for children and accompanying adults), medical details for ALL individuals.
5. A list of those children who are in your group and who are accountable to you and when you will be required to take special care and responsibility for them (e.g. walking around a park, castle, to the coach etc.)
6. A list of the groups for other adults.
7. Exactly what you will be required to do and where you should be at all points of the visit. (Some aspects may need to be established on a daily basis on a residential trip – but in this case it should be done BEFORE the day trip goes out). Some of your responsibilities will be helping the children with their learning, some to keep them aware of safety procedures, some to make them aware of what is expected of them.
8. Your role in monitoring the children – their behaviour and their involvement in, and their response to educational activities, so maximising on all educational opportunities. Be prepared to tell a child 'No' if you need to proceed with your group or if they are not complying with instructions. Be free with praise when children respond positively and correctly and are quick to respond to instructions or to the learning opportunities presented to them.
9. Emergency procedures – if a child is ill, if an activity needs to be abandoned, rapid evacuation of any place, specific procedures for specific activities.

As an accompanying adult/teacher please do ask the group leader – the teacher in charge - to make sure you know what is expected of you and how the children will be supervised.

## ROLES OF PARENT HELPERS

Thank you for helping us. Below you will find the high standards we set and insist on for our pupils. It should help you in your role as an adult helper with us.

YOU are responsible for your children in your group. This includes:

CHECKING THEY ARE ALWAYS WITH YOU plus:

- Their welfare
- Their learning
- Their behaviour
- Their safety
- Their enjoyment

**Welfare:** Ill health, warmth, dryness, toilets, comfort, medication, food allergies, spending.

**Learning:** Pointing out things for them to notice, their attention to adults' messages, asking questions:

- How does that work?
- How/why does that happen?
- Why is that like that?

**Behaviour:** Children must be under control at all times – polite to you and those at the venue. Responsive immediately to any request or instruction you should give them. No arguing, shouting, running, upsetting others or bad language.

### Behaviour at Lunchtime

Children should be seated while eating and leave no rubbish. Swapping food is not allowed.

### Toilets

Be wary of children who go to the toilet without you i.e. the opposite sex. They should go together, wait together and come out together and talk to no one else. TELL THE CHILDREN OF THIS PLAN.

ANY PROBLEM WITH ANY CHILD – ALERT THE TEACHER IN CHARGE IMMEDIATELY

**Safety:** You are required to ensure your children are safe at all times and if you are concerned at all STOP the activity. If you see any of our pupils in another group doing something which should be stopped, then tell the adult in charge of their group.

If there is an emergency, alert the teacher in charge of the group you are in. Stay with the child and use your partner group teacher/adult to get further help. It would be wise to tell your children to sit down in a safe spot quietly until further action is decided.

FIRST AIDER(S) ON THE TRIP IS/ARE \_\_\_\_\_

Mobile Phone No. \_\_\_\_\_

TEACHER IN CHARGE OF TRIP (Mobile No) \_\_\_\_\_

SCHOOL TELEPHONE NO \_\_\_\_\_

**Enjoyment:** Involve children and chat to them. Enjoy the sense of humour and personalities they will have even if your patience has been tested to the limit.

Value for Money

The children need to use the time to the maximum, using every minute to learn, observe and discover. Walking from venue to venue should be done speedily.

IF you need to leave your group alone for any reason, alert another adult on the trip (ideally a teacher).  
Ensure the adult knows the number and names of the children.

Thank you for spending your time with us and following our guidelines on your roles. Have a great day!

THANK YOU SO VERY MUCH

### **ROLE OF FIRST AIDER(S) (STAFF ONLY)**

1. To be aware of any medical needs we have been told of and the usual methods of managing them. If their parent is not on the trip then particular care will need to be taken to alert the adult in charge of the child's group. Please be careful to observe suitable discretion and confidentiality.
2. Be aware of ALL the medical needs of children on the trip.
3. To ensure all asthmatics have their inhalers. All children with allergies needing Epi-pens etc. these must be taken.
4. To carry the First Aid kit.
5. To have access to a mobile phone and, if contacted come to a place where their help is needed with their group.
6. To liaise and inform the teacher in charge, on plans for managing a situation and advise of first aid issues. To respond to questions and advise of teacher in charge and/or Headteacher as appropriate.
7. To carry and dispense any medication at the lunchtime meet (or as required).
8. To transport adults/pupils in their insured car if necessary and appropriate to the trip.

## CHECKLIST FOR OFF-SITE VISITS

Staffing Ratios:

**Day visits within the locality and extended day visits:** (extended visits – more than 20-30 miles or a travel time of more than 30-40 minutes - less than 24hrs duration and do not include either an overnight stay or journey by sea or air and includes journeys to London.

Foundation Stage – 1:4 minimum 2 adults

Year 1&2 (KS1) – 1:6 minimum 2 adults

Year 3&4 (KS2) – 1:10 minimum 2 adults

Year 5&6 (KS2) - 1:15 minimum 2 adults

There should be a minimum of 1 teacher for short journeys and 2 teachers for extended day visits.

Approval:

- Day Visits Headteacher
- Extended Day – Headteacher and OVA approval

### Residential Visits – UK

Foundation Stage – 1:4 minimum 2 adults

Year 1&2 (KS1) – 1:6 minimum 2 adults

Year 3&4 (KS2) – 1:10 minimum 2 adults

Year 5&6 (KS2) - 1:10 minimum 2 adults

There should be at least two teachers with each group

Approval:

- Headteacher, Governing Body and OVA approval

### Residential Visits – Outside the UK

Year 1&2 (KS1) – 1:6 minimum 2 adults

Year 3&4 (KS2) – 1:10 minimum 2 adults

Year 5&6 (KS2) - 1:10 minimum 2 adults

There should be at least two teachers with each group

Approval:

- Headteacher, Governing Body and OVA approval

Forms to be completed:

All forms are now online at: <https://secure.frontlinedata.co.uk/Default.aspx> login details required.



## CHECKLIST FOR PUPILS WITH ADDITIONAL NEEDS

In any mainstream setting there may be a number of pupils who have additional needs whether it is with regard to the curriculum as a whole or simply 'one-off' activities. Any offsite visit could legitimately fall into this category.

The list below is intended as a checklist for staff with pupils who fall into this category. They may be identified by staff or by any concerned parent. As all pupil needs will be individual this list should be treated as generic and utilised in conjunction with all other information known about the pupil.

Staff are obliged to make appropriate arrangements and share the final organisation with parents if requested.

1. Teacher to assess need for specific risk assessment in relation to activity and specific needs of identified pupil(s)
2. If a need is identified, risk assessment to be carried out by staff
3. Parent offered opportunity to meet with staff member to contribute to risk assessment
4. At the end of the risk assessment decision to be made on child attending trip
5. If it is decided that it is possible for the pupil to attend, the level of support needed should be identified e.g. appropriate to attend within standard small group, staff member needed for 1:1 supervision, parent needed to accompany
6. When necessary the pupil should be placed in a group led by the class teacher or another appropriate member of school staff

Points to consider in assessment (in no specific order):

- Equipment needed by pupil – responsibility for ensuring it is taken?
- Weather – specific equipment needed?
- Moving from school to coach – adult needed to accompany pupil?
- Pupil awareness of road safety
- Pupil aware of trip details e.g. method of travel, length of journey, arrangements on arrival
- Food allergies, requirements
- Medication
- Friendship groups
- Work / activities to be carried out while on the trip – support needed
- Arrangements for collection when back at school

## OFF-SITE ACTIVITIES EMERGENCY PROCEDURES

### IMMEDIATE ACTION CARD FOR A SERIOUS ACCIDENT OR INCIDENT

#### PARTY LEADERS AND/OR OTHER STAFF AT THE SITE

Be prepared. Carry these procedures and the information at all times.

#### 1. CARE OF THE GROUP

Ensure safety from further danger.

Arrange search, rescue, medical care or hospitalisation as necessary.

Ensure welfare of all concerned.

#### 2. NEXT STEPS

Inform your contact person at home as soon as possible. Write telephone numbers in the space below.

EMERGENCY CONTACT .....

If you cannot make contact, telephone your local education authority, explain that it is an emergency and ask to speak to a senior education officer. Write telephone numbers in the space below.

LA / COUNCIL CONTACT .....

The person you contact will need to know:

- What happened
- To who,
- Where,
- When and what has happened since.
- A telephone number where you can be contacted.

In the case of a fatality notify the local police.

Retain all equipment involved in an unaltered condition.

#### 3. WARNINGS & ADVICE

- Do not speak to the press or media.
- Do not let party members (staff or pupils) telephone home until contact has been made with the school or local education authority.
- Never admit liability of any sort.
- Do not allow anyone to see any party member without an independent witness being present. No one, unless they are in a relevant official capacity, has the right to see anyone who does not wish to see them.
- If someone tries to force a confrontation, do not do anything and call the Police.
- Be as compassionate as possible to anyone involved.
- Keep a written record of all that happens.

#### A SERIOUS ACCIDENT OR INCIDENT IS DESCRIBED AS:

An accident leading to a fatality, serious or multiple fractures, amputation or other serious injury; circumstances in which a party member might be at serious risk; serious illness; or any situation in which the press or media are or might be involved.