



TRIPS AND RESIDENTIALS

SCHOOL POLICY STATEMENT

Stokes Wood Primary School actively encourages out of school trips and residential activities. It does so in the belief that such activities will offer real educational benefits to our pupils, by promoting personal and social development; providing active, experiential learning situations; improving academic understanding and performance; fostering an awareness of, and a concern for, the environment and the local community; providing opportunities to take part in a variety of outdoor pursuits, and stimulating a wider range of leisure interests, both now and in the future.

At all stages of a school trip or residential activity, from inception to its conclusion, safety factors will be given paramount consideration.

Subsidies will be considered for some of the activities on offer, and lengthy notice of more expensive trips given to allow an extended savings period, so that the range of activities provided will be on offer to pupils from all backgrounds and financial circumstances, in line with the spirit of our equal opportunities policy.

Please refer to :

Offsite Visits and Adventure Activities

Health & Safety Management Standard

Issue 2 (March 2019)

Copy in Health and Safety Policy folder on Teacher Drive.

AIMS AND OBJECTIVES

1. To promote the personal and social development of pupils by helping them to:
 - Learn together out of class, on a school trip or in a residential setting;
 - Grow in awareness of their own personal and physical strengths, weaknesses and safety, and the strengths, weaknesses and safety of others;
 - Work both independently and co-operatively, to:
 - Communicate and share with others;
 - Gain in confidence and self-reliance;
 - Develop team building characteristics.

2. To develop academic understanding and improve performance through;
 - Extending their areas of experience;
 - Fieldwork linked to subject matter;
 - Enquiry, observation, recording and the practical resolution of problems;
 - Practising skills acquired in the classroom;
 - Reviewing, recording and communicating ideas and experiences.

3. To foster responsible attitudes to the environment and the local community by providing opportunities for pupils to:
 1. Examine, observe, live and work in different settings;
 2. Discover the effects of people on the environment;
 3. Appreciate the beauty of the natural world;
 4. Come into close contact with aspects of culture and history, both locally and further afield.

4. To encourage independent participation in outdoor pursuits and other activities by:
 - Introducing pupils to new experiences and activities;
 - Learning and developing practical skills;
 - Gaining competence in the use of equipment;
 - Acquiring skills in planning and organising;
 - Developing self- confidence.

CHARGING FOR SCHOOL TRIPS

A visit must be free of charge if it takes place during school hours or if it is out of school hours but part of the National Curriculum. You may, however, seek voluntary contributions. If an activity is not financially viable then it may be considered necessary to cancel it.

School policy seeks to ensure, within the confines of its budgetary constraints, equality of opportunity for any disadvantaged pupils; it does this by giving as much notice of trips as possible to allow the maximum saving time. Subsidies are also available in some circumstances. **See final page of policy.**

Residential activities are those where students spend one or more nights away from their usual accommodation. If more than 50% of the activity is deemed to take place within school hours (see the Residential Co-ordinator for a definition of this), then a charge can be made only for board and lodging. However, as before, voluntary contributions can be requested.

Children whose parents/carers are in receipt of certain benefits (See Appendix B) should not be asked to pay for board and lodgings. Other children attending the trip/event cannot be asked for extra money to cover the cost of any children not paying. Extra payments must come from the relevant part of the school budget.

At the end of the activity a balance sheet **MUST** be completed, and made available for parents on request. If necessary, you should also be able to show parents how the individual contributions have been spent. Any profit, after all legitimate expenses have been taken into account should, where practicable, be returned to pupils.

LEADING AN EDUCATIONAL VISIT OR RESIDENTIAL VISIT

The leader of the party must have had previous experience, preferably of a similar trip. S/he must make a preliminary visit to the chosen site wherever feasible and preferably hold a Visit Leader qualification.

Where a cost is incurred to the teacher making the preliminary visit, in order to carry out a risk assessment and/or assess the educational value and programme for the visit, the cost should be incorporated into the total price of the group's visit. The leader should inform the office of the costs incurred before the cost to each child is calculated.

A second member of staff should be chosen on the basis of his/her relevant specialist qualifications, expertise and experience.

At least one member of staff accompanying the visit **MUST** hold a first aid qualification.

SAFETY AND EMERGENCY PROCEDURES

The safety of ALL members of the party is the paramount responsibility of the group leaders. Safety takes precedence over every other consideration.

There are 3 documents which can support you when planning your visit.

<https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits>

- *Health and Safety of Pupils on Educational Visits (DfES 1998)*
- *Stokes Wood Emergency Planning Policy and Crisis Line*
- *A handbook for Group Leaders – supplements 2 and 3 (DfES 07/02)*
https://resources.leicestershire.gov.uk/sites/resource/files/field/pdf/2017/1/6/handbook_for_group_leaders.pdf

Good planning and organisation will reduce the risk of an emergency to a bare minimum; and whilst the best planning in the world cannot prevent the unexpected, good preparation will enable you to deal with the crisis if and when it happens! So

BEFORE THE TRIP

1. Study the documents referred to above.
2. In appointing your party leaders, ensure that one member of the party has an emergency First Aid qualification and Residential Leadership Certificate (for a residential only).
3. Visit the site beforehand to satisfy yourself that no unreasonable risk exists.
4. Complete a Risk Assessment Form. This form **MUST** be completed. Brief the parents in full of all activities to be undertaken and of any anticipated hazards.
5. Overnight visits require authorisation from the LA. Complete an LA, EVOLVE on line notification.
6. Outdoor and adventurous and higher risk activities must be recorded on EVOLVE and may need authorisation.
7. All trips of more than a local nature, need to be recorded on line using the EVOLVE on line notification.
 Making contact. Nominate a school contact person. Prepare a contact list and give copies to all party leaders and the contact person. Record the LA crisis line no. 0116, 3737599.
8. Take at least one emergency first aid kit.
9. Medical matters. Ask the parent for details of any medical problems/conditions, e.g. medicines being taken/allergies. If you are taking a party abroad, you must insist on the parent providing you with the right to authorise medical treatment.
 A register of children who require medication at a certain time each day should be taken and a member of staff should be appointed to ensure this register is adhered to.
10. Party composition. An individual should be denied the right to participate if there is just cause for anticipating that his presence would compromise safety standards in any way.
11. Misbehaviour. Anticipate some of the possible 'serious' problems. Have a procedure agreed and made clear to both pupils and parents. Add these pupils and procedures to the risk assessment.
12. Add a contingency figure to the cost of the trip to cover minor emergencies; this could be returned to parents afterwards.

Ratios and Effective Supervision OEAP NATIONAL GUIDANCE

Establishments must ensure that the staffing of visits enables leaders to supervise young people effectively. Decisions about the staffing and supervision should take account of: • The nature and duration of the visit and the planned activities; • The location and environment in which the activity is to take place; • The nature of the group, including the number of young people and their age, level of development, sex, ability and needs (behavioural, medical, emotional and educational); • Staff competence; • The consequence of a member of staff being indisposed, particularly where they will be the sole leader with a group for any significant time. When planning a repeat visit or a series of activities, it is important to review the previous plan (no matter how well it worked in the past) to ensure that it meets current group needs and any other changes (e.g., time of year). Staffing ratios are a risk management issue and should be determined through the process of risk assessment. It is not possible to set down definitive staff/participant ratios for a particular age group or activity. Some employers, guidance documents and governing bodies do set out minimum ratios, but these should be regarded as starting points for consideration rather than being definitive, as they may be appropriate only where the activity is relatively straightforward, and the group has no special requirements. If your employer does specify minimum ratios, you must follow their guidance. The Early Years Foundation Stage (EYFS) Statutory Framework sets out legal minimum ratios for all providers working with children aged up to five. The appropriate ratio during an outing is always likely to be higher than the legal minimum: as with other age groups, this should be determined by risk assessment, which should be reviewed before each outing. It is not unusual for a ratio of 1:1 to be necessary. In some cases, there may be only one leader on a visit, or on a particular activity during a visit. If this is the case, young people (or any adult helpers) should be competent to manage in the event of the leader being taken ill or injured and should, as a minimum, know what to do to contact the establishment and get support.

Staffing, especially for visits to remote locations or overseas, should take into account how the group will be supervised effectively given the possibility of a leader becoming indisposed or having to leave the group, for example to accompany a sick child to hospital. During some activities, staff inexperienced in that activity may need to be counted as participants rather than leaders when considering ratios. There is no absolute requirement for children to be accompanied by staff of the same sex, even on residential, but if this is not to be the case then there should be a sound plan to manage the potential issues involved, including the needs for privacy, safeguarding and pastoral support. See OEAP National Guidance document 6q “FAQ – Staff Supervising Mixed-Sex Groups”.

If a leader or helper is the parent of a young person taking part in a visit, there is the potential for them to be distracted by the needs of their own child when their responsibility extends to all or some of the group. This could compromise group management, particularly if there is a serious incident. The potential to be distracted can be avoided if a parent is not allocated a leadership role with direct responsibility for their own child. Sometimes this may not be possible (e.g., when a class teacher has their own child in their class). In this case consideration should be given to other ways to manage the risk, for example by ensuring that other leaders are available.

A useful framework for assessing requirements for ratios and effective supervision is SAGE. See OEAP National Guidance document 1b “Foundations”:

- Staffing: who is needed/available? The plan must work within the limits of available numbers, abilities and experience.
- Activities to be undertaken: what do you want the group to do and what is possible?
- Group characteristics: prior experience, abilities, behaviour and maturity, sex, any specific individual needs.
- Environment: indoors or out; a public space or restricted access; urban, rural or remote; quiet or crowded; within the establishment grounds, close to the establishment or at a distance; and the ease of communications between the group and base.

Do not overlook environments to be passed through between venues. For residential visits consider the accommodation and surrounding area. For outdoor environments, consider remoteness, the impact of weather, water levels and ground conditions. Consider the implications of current guidance about avoiding infection during an epidemic.

HANDLING EMERGENCIES

1. Delay (for example, bus breakdown): use emergency contact procedures; obtain authorisation from Headteacher for additional expenditure if necessary.
2. Missing pupils: question the group, but do not allow pupils to go to look for the missing child; preferably, ensure adequate supervision of the remainder, then send other party leader(s) to investigate. If necessary alert others (bus driver/tour operator). Alert police immediately if any cause for concern and inform the school's contact person, who will initiate crisis management procedures as outlined in Crisis Line and Emergency Planning for Schools (Leicester City LA). The party should normally wait for the missing person to be found, but if departure is essential at least one responsible adult **MUST** remain behind.
3. Disciplinary problems. Implement school or other agreed disciplinary procedures. If the continued presence of a pupil is deemed a threat to the group's well being, the pupil may, exceptionally, be sent home. This **MUST** be discussed beforehand with the contact person who will organise travelling arrangements after consultation with parents.

IF THE WORST HAPPENS

Remember, you should be familiar with the Stokes Wood Emergency Planning document

1. Inform all the other party leaders; make sure all members of the party are accounted for;
2. If there are injuries, establish the names of injured and the extent of injuries; ensure that the injured are accompanied to hospital, by one of the party leaders except in exceptional circumstances. Pupils should remain accompanied at least until contact has been made with parents and a procedure agreed.
3. Contact the school as soon as possible.
4. Supervise the group: do not neglect the safety needs of the remainder.
5. Keep a record. Take written statements as soon as possible, before memory becomes distorted by gossip. Make your own written record. Obtain the names and addresses of independent witnesses.
6. Exercise great caution if information is requested by others. Legal proceedings may follow an accident. **DO NOT SPEAK TO THE MEDIA.** Media enquiries should be referred on to the contact person. (Headteacher)

AFTER THE VISIT

1. Complete the evaluation on the EVOLVE online notification (optional).

MONEY MATTERS

1. **Savings: individual contributions will be recorded by the school office staff.**
2. **Savings: keeping accounts.** All money collected should be given into the school office.
3. **Balancing the Books! A balance sheet must be provided after each trip.** This will be audited by the school's official auditors so receipts should be available for all expenditure items. The balance sheet must be available to parents on request at the end of the trip.

ADVICE FOR PARTY LEADERS

BRIEFING FOR YOUNG PEOPLE

Brief the young people on the activities they will undertake during the visit.

The briefing may need to include:

- Appropriate clothing and equipment
- Rendezvous procedures
- Safety risks of jewellery
- Groupings for study or supervisory purposes
- A system of recall and action in emergencies
- Agreed codes of conduct and behaviour
- Significant hazards
- Relevance to prior and future learning

BRIEFING FOR STAFF

The briefing may need to include:

- Anticipated hazards and the nature of the programme
- Definition of roles and responsibilities of supervising staff including who is responsible for administering medicines for children on the register for medication.
- Organisation of supervision, to cover the whole time away
- Standards of behaviour expected from young people
- Regular counting of participants
- How much help to give young people in their tasks
- A list of names of young people in sub groups
- Emergency procedures

EMERGENCY CONTACT

Has a named point of contact been identified at home or at 'base' in the event of an emergency, who has a contact list of the group members, including staff, and a programme of the group's activities. Are sufficient staff aware of procedures and relevant home numbers in the event of an emergency? Staff must have the telephone number of the responsible member of staff back at base so they can be alerted to any emergency.

PREPARATION AND COMMUNICATION

Allow adequate time and opportunity to prepare for the visit or activity. Notify other staff and colleagues whose work may be affected back at school.

FOLLOW UP

Considered r appropriate follow up work and evaluation after the visit. Provide a report for the Headteacher or other colleagues, where appropriate, to share positive aspects of the visit and learn from problems or incidents. Keep any other relevant records related to vehicles or equipment, for example. Complete financial records.

RIDDOR

Inform the Headteacher, EVC and LA of any accidents, incidents or near misses occurring during the venture. Update risk assessments to reflect any accidents, incidents or near misses on the venture. Supervising staff should have copies of relevant accident forms. Staff must have the telephone number of the responsible member of staff back at base so they can be alerted to any emergency.

FIVE STEPS TO RISK ASSESSMENT

The Health and Safety Executive (HSE) which is the government's enforcing body in respect of health and safety legislation have identified the following steps as a basis to risk assessment and the vast majority of risk assessments are based upon these.

- STEP 1:** Look for and list the hazards.
- STEP 2:** Decide who might be harmed and how.
- STEP 3:** Evaluate the risks arising from the hazards and decide whether existing precautions are adequate or whether further control measures are necessary.
- STEP 4:** Record the findings
- STEP 5:** Review the assessment from time to time and revise it if necessary.

Risk Assessment Documents are on the Teacher Drive in Risk Assessments

VISIT AND TRIPS**RISK PLANNING DOCUMENT**

Visit/Trip reference number: _____

Destination: Downing Street London

Date of Visit/Trip: 12/12/21

HAZARD	WHO MIGHT BE HARMED?	CONTROL MEASURES	ANY FURTHER ACTION NECESSARY?
Children walking into road and being hit by vehicles.	Children and drivers.	Children walk in an orderly manner, in twos, with teacher leading and a teacher or TA at the back of the line. Other adult spread out along the line of children and walking roadside of the children.	
Children crossing roads.	Children, adults, drivers.	Group uses a crossing if available. Otherwise leader acts as a controller of traffic until all children safely across road.	
Children getting separated at any time during the day, particularly in the stations.	Children.	Children to not only have an adult insight at all times but be within communication distance/ touching distance. Children to be accompanied to toilet at all venues. Children will have school name, tel no and leader's mobile no. attached to them.	
Train accident/ or falling on train.	Children and adults.	All persons to remain seated at all times unless going to the toilet when children should be accompanied.	
Travelling in staff and parents' vehicles.	Pupils and drivers through car accident, poor supervision.	Staff will be fully insured and assure their vehicle is roadworthy. Pupils will be instructed on how to travel and conduct themselves safely before and after leaving the car. Children will not travel alone in a car with an adult who is not their parent or carer. All pupils to wear safety belts in any vehicle. Pupils to wait for and with adults and follow instructions exactly.	

Date Risk Assessment sent to Governors/Other adults: 8/12/21 _____

Date FULL Risk Assessment handed to School Staff: 8/12/21 _____

Date completed: _____ 8/12/11 _____

Signed off: _____ (School EVC **only**)

Approved: _____ (School Head Teacher **only**)

Pupils must be risked assessed also either as an attachment or on the above form.

Individual Children to be risk assessed. (EXAMPLE)

..... ; specific learning difficulty. Mrs to supervise at all times, unless needed for first aid when Mrs will supervise.

.....; challenging behaviour. Mrs to supervise at all times.

.....; challenging behaviour. Mr to supervise at all times.

.....; challenging behaviour. Mrs to supervise at all times.

.....; supervised fairly closely by Mrs

These children to be watched carefully in Butterfly house for touching things that could be damaged or could be dangerous.

These children to be watched carefully on playground for irresponsible behaviour.

These children to be watched carefully while walking to the dam, near to open water and while up on the dam to prevent climbing on the dam and taking stones from it.

Various children with asthma to carry inhalers.

Educational Visits – Summary of Essential Information for Staff

1.

This applies to any visit or activity which is off site.

- The office staff and Headteacher and EVC must know who is out (even a local visit). Contingencies must be in place if someone (adult or child) is taken ill.
- Every member of staff to be aware of what is contained in the Educational Visits policy and risk assessments for the visit.
- Governing body delegates agreement for every Educational Visit to the Headteacher.
- Encourage Educational Visits. An important aim of Educational Visits is to HAVE FUN and also to experience challenge. (See Aims).
- You do not need consent from parents for activities which are offsite and during normal school hours. However it is good practice to notify parents of each trip.

- A consent form at the beginning of each school year/ on admission, for any off site visits would be good practice.
- Parents sign a Home School Agreement form, when their child joins the school to authorise staff to take their children on local visits.
- An annual medical consent form for parents to sign will go out at the beginning of each academic year to notify the school of any medical information needed for their child.

In an emergency

- Ring 999
- Ring School
- Staff must have the telephone number of the responsible member of staff back at base so they can be alerted to any emergency.
- Arrangement must be in place at weekend or if Head/Deputy/EVC out of school? Who will be point of contact during your Educational Visit?

2.

- Educational Visits must be inclusive. Activities must be adjusted or given an alternative to allow participation.
- Extra cost incurred must be shared amongst all children going.
- If Health and Safety is compromised due to a behavioural problem, parent can be requested to accompany that child.
- A member of staff should not be forced to take a child if he/she feels they would not be able to control the group safely. This could mean cancelling the Educational Visit.
- The details of small accidents should be recorded at the time of the accident. Those details should then be transferred to the online SO2 form as soon as the group/member of staff returns to school. <https://lcc.info-exchange.com/schoolincidents>.
- Residential – There should be both male and female staff on the trip.
- The Headteacher will assess the competence of the group leader and accompanying staff.
- Group leaders must ensure that Emergency arrangements will work for their particular Educational Visit.
- Group leaders must visit the site beforehand, not only for risk assessment purposes but also to ensure the programme for the day is valuable and time efficient. All adults supervising must know their responsibilities, emergency procedures and have some local knowledge. They should read risk assessments and programme beforehand.

3.

C.L.A.P.

Communication – know the signal for return.

Line of Sight – Children in sight at all time.

Awareness – Awareness of hazards.

Position – Position of maximum usefulness for staff.

- Not best practice to have staff in car with children on their own but can be noted in risk assessment when unavoidable. Children travel in back seat where possible.
- Risk assessments needed for activities such as sporting fixtures and travel to them, musical activities. (Generic risk assessments available on Teacher drive.)
- Reply slips, or list of children, for activities should be held in the office when activity leaves, as a note of who is out of school.
- Risk assessments. You may use the destination's own risk assessment but you should still visit the site. Remember to include a risk assessment for the journey, including any stops.
- You must not write your own risk assessment if you have not recently visited the site. You can use a generic risk assessment but it must be reviewed each time to take any changes into account.

4.

- Children going on Educational Visits should also be risk assessed e.g. those children who have specific learning difficulties, allergies and medical conditions and those who could possibly have a behavioural problem.
- Carry out a risk assessment as the Educational Visit is taking place, making notes for future years. Always risk assess an unexpected situation before allowing children to experience it.
- Remember. It is the following of the risk assessment and results from the assessments that are important to the success of an Educational Visit. All adults should be made aware of the risk assessment.
- Educational Visits should be monitored for educational value, value for money and leadership. It is suggested that the Headteacher, EVC or Governor could 'drop in' on an Educational Visit if near by or go on the visit themselves.
- Ofsted do look at Educational Visits and their educational value, risk assessment etc.
- Please notify the EVC of any reported accidents and 'near misses' on an Educational Visit.

- Please fill in the evaluation part of the EVOLVE on line notification after an Educational Visit for Ofsted purposes as well as for educational and health and safety reasons.

New Regulations – Charging Policy

Letters to parents regarding class outings, trips, educational visits etc must contain the following information:

The cost of the trip is £..... per child. This is a voluntary contribution, however we will not be able to proceed with this trip if there is insufficient parental support. If you have difficulty in paying, please speak to Mrs Gadsby in confidence.

In the light of the above, trips etc will need to be organised well in advance and letters sent out well before the date of the trip to ascertain whether or not there will be sufficient funds to allow the trip to go ahead.

Schools can charge for:

- Board and lodging and the charge must not exceed the actual cost.

When a school informs parents about a forthcoming residential visit, they should make it clear that students who are eligible for free school meals will be exempt from paying for board and lodging.