



ST AUGUSTINE'S CATHOLIC PRIMARY SCHOOL AND NURSERY

EDUCATIONAL VISITS POLICY 2017-18

Our Mission Statement

Every member of the school is unique in the sight of God. Our community is based on living the Gospel Values and leading our children towards a lasting belief in the Catholic Faith. We provide the highest quality education to enable children to reach their full potential and be thoughtful, compassionate and effective citizens.

Rationale

Every year many visits are made from St Augustine's Catholic Primary School for a wide variety of purposes. These visits range from a half-hour walk around the locality to a four night residential trip. The range of activities is similarly wide. The purpose of this policy and accompanying information is to ensure that every trip made from this school combines the safest possible environment for children and the greatest possible educational benefit, both in terms of the National Curriculum and in personal and social development.

Aims

- To provide a framework whereby trips of all kinds may be planned, costed and undertaken.
- To set out a series of steps to be followed when planning a trip.
- To ensure that all trips are of the maximum benefit to children's education in its widest sense.

Objectives

- To develop the child's knowledge, skills and understanding of the wider world outside school and home.
- To emphasise links between various areas of the curriculum, and to put into practice skills learnt in the classroom.
- To develop the child's confidence in encountering unfamiliar situations.
- To develop the child's ability to work with a group, to follow instructions and to complete tasks in co-operation with others.
- To ensure that children learn the importance of considering the feelings and needs of others.
- To nurture self-reliance, autonomy and leadership

Children's Experiences

As each child moves through the school visits will be arranged to complement the breadth of the curriculum and to emphasise aspects of the programme of study which lend themselves to such an approach. Within the constraints of the various codes of practice, children will be encouraged to be increasingly self-reliant; for instance, children in Key Stage 1 will look after their own sandwich box and coat, while children on the Year 6 residential trip will have sole responsibility for aspects such as personal hygiene and looking after personal possessions.

Management

Teaching Staff are responsible for preliminary planning of trips and any plans must be discussed with the Headteacher at an early stage. The Educational Visits Co-ordinator, has overall responsibility for the suitability and safety of trips, and the Governing Body has ultimate responsibility for the safety of pupils and staff.

Equal Opportunities

All trips will, wherever possible, be accessible to all children in the class, enabling them to gain confidence, acquire skills and build positive experiences.

Special Educational Needs

Educational visits should fulfil the needs of all children. Children with EHCs may need additional supervision or support whilst on a visit and this will be provided if possible.

Disabilities

St Augustine's Catholic School is committed to:
increasing the extent to which disabled pupils can participate in the school curriculum, including the extent to which disabled pupils can take advantage of education and associated services, particularly in respect to educational visits.

Implementation

Teachers must follow the Guidelines for Educational Visits which accompany this policy. They must also familiarise themselves with the relevant sections of the *Council Health and Safety at Work Code of Practice No 28, 'Safe Practice on Educational, Adventurous and Recreational Visits', April 2003. (A copy is kept in the Headteacher's Office).*

Appendix 1 – Guidelines for planning an Educational Visit

- ❖ Identify the educational aims and objectives of the visit at an early stage. When travelling to a distant location the question should always be asked, whether the same objectives might be achieved more simply and cheaply closer to home.
- ❖ Staffing Regard must be paid to the experience of the staff, the nature of the visit and the age and needs of the children. Staffing levels stipulated are minimum levels.

Day Visits

With all age groups, ratios during outings should be determined by a risk assessment, which should be reviewed before each outing

- ❖ Years 4-6 – one adult per 10-15 children, minimum 2 adults
- ❖ Years 1-3 one adult per 6 children, minimum 4 adults
- ❖ Foundation – one adult per 4 children
- ❖ Nursery –one adult per 2 children

A useful framework for assessing requirements for ratios and effective supervision is SAGED:

- ❖ **Staffing** requirements – trained? experienced? competent? ratios?
- ❖ **Activity** characteristics – specialist? insurance issues? licensable?
- ❖ **Group characteristics** – prior experience? ability? behaviour? special and medical needs?
- ❖ **Environmental conditions** – like last time? impact of weather? water levels?
- ❖ **Distance from support** mechanisms in place at the home base – transport? residential?

Day educational Trips

- ❖ Visit the venue. This is an essential requirement unless you are very familiar with the location and the itinerary.
- ❖ The class teacher will complete costings for the trip so that a level of contribution per child may be arrived at. Remember the school charging policy.
- ❖ Check that the proposed date does not clash with anything else.
- ❖ Allow a period of at least 2 weeks to inform parents in writing of visit details, requested contributions and links with the National Curriculum. TFL transport tickets (minimum 2 weeks)

- ❖ The office will type the letter with advice from class teacher and a copy of each letter should be in the office. Letters are to be approved by the Headteacher before being sent out.
- ❖ The teacher in charge will ensure that permission has been obtained from the parent to ensure that all parties are fully informed of the transport to and from events
- ❖ **Make sure that parents know if they have volunteered for a trip that they are or are not helping.**
- ❖ If using a parent's car –parents must sign the form to provide reassurance on driving licences, insurance certificates and MOTs and no points on license in last 3 years. (Where relevant trip organisers must also ensure that booster seats are used to comply with height regulations.)
- ❖ Teachers leading trips must familiarise themselves with the relevant Codes of Practice.
- ❖ The appropriate Risk Assessment form must be completed with support from the Trips Co-ordinator.
- ❖ Special medical requirements of the children should be known and catered for. Check that First Aid provision is ready and available. First Aid equipment, 'sick buckets', refuse bags, etc will need to be available.
- ❖ All adults accompanying the party, whether school staff, parents or other adults, must be made fully aware of the purpose and itinerary of the trip and of their own area of responsibility. Each helper should have the mobile number of other helpers, the number of the school, a list of all the children on the trip and a list of the children in their group. A short preliminary meeting should take place to inform parents of these issues and to address any other concerns.

Residential Visits

- ❖ Endeavour to achieve one adult per 10 pupils with a minimum of 2 adults.
- ❖ Mixed parties should if possible be accompanied by at least one man and one woman.
- ❖ Visit the venue. This is an essential requirement unless you are very familiar with the location and the itinerary.
- ❖ The class teacher will complete costings for the trip so that a level of contribution per child may be arrived at. Remember the school charging policy.

- ❖ In the case of a residential trip, a preliminary meeting for parents must be arranged to explain the purpose and organisation of the trip, go through any rules and answer any questions or concerns.

Appendix 2 – Guidelines for Conducting a Visit

Coach Travel

- ❖ The teacher should ensure that, wherever possible, access to a coach should be directly from the pavement.
- ❖ Make sure the children have been to the toilet before starting the journey
- ❖ Children should fill up the coach from the front, the front two seats on either side of the coach should **not** be used by the children.
- ❖ Children should wear seatbelts whenever the coach is moving and remain seated at all times.
- ❖ Adults accompanying the children should be spaced throughout the coach.
- ❖ Whilst travelling in a coach children should behave in a sensible and controlled manner.
- ❖ If possible keep the coach well ventilated and cool.
- ❖ No eating or drinking whilst on the coach
- ❖ Children who tend to be travel sick should have a container/plastic bag for emergencies.
- ❖ Children should be told to give as much warning as possible that they are feeling unwell.
- ❖ An adult should be the first person off the coach who will wait to receive the children.
- ❖ Before disembarking the children should be silent to listen to any instructions.
- ❖ The children should be dismissed in an orderly fashion from the coach.
- ❖ Once all the children are off the coach a member of staff should check that all the children's belongings have been removed.
- ❖ Make sure the picking up point and the time have been arranged before the coach moves off.
- ❖ Once the children are off the coach they should have lined up with the adult who is responsible for their group.
- ❖ Every time the group moves off or assembles the adult should make a head count.

Leading a party on a train

- ❖ Inform station and seek staff for help
- ❖ Stand back from the platform
- ❖ All children should stand with their group leader
- ❖ Don't get on the train until everyone is ready
- ❖ The teacher should be the last to board the train, and only release the door once everyone is aboard
- ❖ Stand on the right on escalators
- ❖ Children must be aware of what to do if they are left alone on a platform, or if they are on a train and separated from the party
- ❖ Remember to keep counting the children
- ❖ When moving across the railway station the leader must remember to stop and allow the party to catch up –be a “tight unit”

Bus

- ❖ Children to be quiet and orderly at the bus stop-away from the pavement edge
- ❖ Teacher to go on bus first and inform bus driver of school party-member of staff to be last on the bus
- ❖ Children to sit with the leader of their small group
- ❖ Children to face the correct way and speak quietly
- ❖ Children to remain seated until the bus has stopped
- ❖ Member of staff to check all children off the bus before getting off
- ❖ Head count before setting off

Visits to the toilet

- ❖ Children are never allowed to go to the toilet unaccompanied.
- ❖ One adult should be inside the toilets (if possible) and one outside. However, when small groups break up with a leader, like at an Art Gallery, common sense has to be used if a child wishes to use the toilet.

Walking Trips

- ❖ Children must walk along the pavement, towards the inside in pairs with adults on the outside keeping the children away from traffic.
- ❖ There must also be one adult leading at the front, and another following at the rear.
- ❖ Be aware that other people are using the pavement or visiting the same venue and need to be considered.
- ❖ Be given clear instructions about NOT going with strangers and what to do if they get separated from the group.

Crossing the Road

- ❖ Forbid running. Don't let anyone get ahead of you or behind your colleagues
- ❖ Walk slowly enough to keep the column together
- ❖ If there's no pedestrian crossing, choose a spot with good visibility both ways
- ❖ Stop the column short of the crossing and let it close up. Bring another adult up to the front with you
- ❖ Move the head of the column and the other adult up nearly to the kerb. Tell them which way they are to turn after they've crossed, and point out where they will stop and wait for you.
- ❖ Stop the traffic. Be confident – use eye contact and an outstretched arm.
- ❖ Wait until everything has stopped then walk alone to the middle of the road. Don't let the children follow yet.
- ❖ Look around. Don't feel rushed. When you're sure everything is safe, call the children across to pass in front of you. No running.
- ❖ Allow the next adult to assume your position in the centre of the road and move to the front of the column to allow all the children onto the pavement.
- ❖ Ensure there is always an adult at the rear of the party.