



Argyle
Primary
School

Educational Visits Policy

2023-24

Review Date: Autumn 2023

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Policy on Educational Visits Offsite

1.0 Value of Educational visits

At Argyle we believe that off-site activities and educational visits inspire and motivate children, bring their learning to life and enable them, over time, to develop a wealth of knowledge and experience that enriches their education and personal development.

Children should always know and understand the educational reasons underlying the journey and the relevance of the activities to the curriculum. Every visit should be preceded by careful preparation and followed by follow-up work which enables children to record and evaluate their experience.

All members of staff will follow the procedures below:

Step 1 : Carry out all costings and planning necessary and make provisional bookings

Step 2: Hand in the 'request for authorisation' sheet to the Headteacher. (Category A or B forms- see appendix)

Step 3: Once authorised, confirm bookings

Step 4: Carry out pre-visits and complete risk assessment (RA) pro-formas.

Step 5: Hand in RA forms to the headteacher at least 21 days before visit.

Step 6: Agree with admin team dates and details for communication with parents.

2.0 Parental Permission

i. Blanket Permission Slip

All parents must complete the blanket outings consent form or on their child's arrival at Argyle (The home-school agreement includes such a permission slip). Nursery and reception teachers must ensure this information is received and recorded when children are first enrolled. This gives permission for local visits not involving public transport.

ii. Permission for Individual Visits

Parents are informed of Educational Visits at least 2 weeks before the outing via Parenthub. Parents are able to give permission using the same app. The message gives parents the basic information about the visit, including lunch arrangements.

Where cost is involved teachers should ask for a "contribution" towards this. Teachers should invite parents to accompany the class whenever possible. **Specific permission is required for visits involving public transport or other transfer.** Parents will usually provide permission via the Parenthub app except for certain circumstances when a paper slip will be provided for signature and return.

3.0 Including Pupils with Disabilities

The Disability Discrimination Act (DDA 1995) sets out clear expectation that disabled children should take part in the school's day to day activities alongside their peers, including educational visits and school journeys.

At Argyle we operate the principle of "an assumption inclusion" for all pupils in activities and journeys unless a decision not to include can be clearly justified in accordance with the guidance and advice in the DDA Code of Practice. We will undertake risk assessments to ensure a fair and sensible judgement is made on the inclusion or exclusion of a pupil with disability. For further information please refer to the LEA guidance for Camden Headteachers on Including Pupils with Disabilities in Educational Journeys and Visits document

4.0 Costing an educational visit

We are fortunate in having many excellent free facilities and resources in the locality (e.g. the British Museum). If a return tube fare is needed, teachers should ensure that an application for free travel on the London Underground is completed and sent to London Underground. The costing of visits needs to include the cost of any coach hire/ train travel and entrance fees for children and accompanying adults. Parental contributions are voluntary and we try to avoid organising expensive visits. There is a very limited amount of school fund available for trips and visits as children cannot be refused inclusion on an educational outing for failing to return a contribution.

Coach company and free London Underground transport information is kept in the office - Camden's Transport service is often used.

5.0 Photography

All staff should know which children cannot be photographed and should ensure that these children are not photographed during educational visits.

6.0 Categorising Visits

Category A visits are :
1. Local surveys and fieldwork
2. Visits to local libraries, theatres, museums, exhibitions etc.
3. Sports / recreational events as participants or spectators.

The proforma for a category A visit can be found in the Appendix 2

Teacher- Pupil Ratio

- The DfES Health and Safety of Young People Educational Visits (HASPEV) Guide recommends the following ratios for routine visits and Camden has adopted these as the minimum ratio:
 - 1 adult for every 6 pupils Years 1 – 3 (higher ratio with those less than 5 years of age)
 - 1 adult for every 10 – 15 pupils Years 4 – 6
- At Argyle we agree to follow the above recommendation. If public transport is used we believe that very young children will need greater supervision and therefore the ratio of supervision for nursery children on such outings is 1 adult for every 3 pupils.
- There should be a minimum of one qualified teacher or other permanent member of staff on every trip and there should always be a minimum of 2 adults on any trip, unless risk assessment can justify otherwise.
- The supervision ratio of groups of pupils with special needs is advised at 1 adult to 6 pupils.

Category B visits are:
1. Journeys involving an overnight stay
2. Day visits abroad
3. Day visits involving activities or fieldwork in a coastal or mountainous environment or near inland water (river, lake, canal, reservoir)
4. Day visits to Activity Centres
5. Any activity including swimming with the exception of swimming lessons in the curriculum.

Category B visits are risk assessed online via the local authority using EVOLVE. The *Teacher – Pupil Ratio for a category B visit is set out below:*

Young Persons under the age of 8 and groups which wholly or mainly comprise people with special educational needs - a minimum ratio of 1:6 (and part thereof) is advised with a proportionate increase after 60.

No of young people	Minimum number of teachers/ staff	Minimum number of other adults assisting with supervision	Minimum total number of accompanying adults
Up to 24	2	2	4 (for 24)
25 - 36	3	3	6 (for 36)
37 - 60	4	6	10 (for 60)

Young people over the age of 8 - a minimum ratio of 1:15 (and part thereof) is advised with a proportionate increase after 90.

No of young people	Minimum number of teachers/ staff	Minimum number of other adults assisting with supervision	Minimum total number of accompanying adults
Up to 15	2	none	2 (for 15)
16 - 45	2	1	3 (for 45)
46 - 60	3	1	4 (for 60)
61 - 75	3	2	5 (for 75)
76 - 90	4	2	6 (for 90)

- Where possible, all parties should be accompanied by an adult qualified in First Aid. Where this is not possible, information about the availability of First Aid should be given to parents.
- On residential visits a mixed party should be accompanied by at least one female and one male member of the teaching staff. Where this is not possible due to the composition of the school's staff the Head should include at least one female and one male member of staff among the party supervisors. Where this is not possible the matter should be referred to the Governing Body. If it is agreed that the journey or visit should proceed the agreement should be minuted and the staffing arrangements drawn to the attention of parents.

On residential visits all bedrooms and bathrooms must be single sex. Staff rooms are carefully positioned to ensure that there is appropriate demarcation between each space and that all rooms are appropriately supervised.

7.0 Health and Safety

In an ideal world, absolute safety would be achieved at all times, without the question of cost arising. In terms of health and safety of an educational visit, this means that we must decide which risks are acceptable and which are not. It is necessary, therefore, to carry out an assessment of the risks to ascertain what actions are required.

i. Risk Assessment

A risk assessment can be defined as a systematic general examination of the workplace and activities to identify any hazards present and an examination of the extent to which people are exposed to these hazards. It is essentially a three stage process:

- a. Identification of the hazards
- b. Evaluation of the risks
- c. Management of the risks

A risk assessment IS NOT the Cat A or B form. A RA will be required for each educational visit. Model risk assessments pro-formas for Category 'A' visits are available for staff to use from the school office.

ii. First Aid

- A small first aid pack should be taken on each visit, by a named person. Supplies can be collected from and returned to the sick bay.
- Remember to take medicines for asthmatic children and for those who require an EpiPen with you and ensure instructions are clear. - **double** check the list of asthma sufferers in the class register.
- Parental permission can be given in writing for children to take travel sickness tablets, if the visit involves a longer journey.
- If a coach journey is involved, take "sick bags" and clean-up equipment. Most coach companies expect schools to clean up any mess.

iii. Farm/ Rural/ Inland Water/ Coastal Visits and Outings

- If children are exposed to any of the above in their educational visits or outings, staff must follow the LEA guidelines found in the EVC toolkit and be informed of the necessary hazard controls.

iv. FAILURE TO COMPLY WITH RISK ASSESMENT PROCEDURES WILL BE DEEMED PROFESSIONAL MISCONDUCT AND BE DEALT WITH ACCORDINGLY BY THE GOVERNING BODY.

8.0 Higher Risk Visits (DfES Category 'B')

- The LEA and in voluntary-aided schools the Governing Body are responsible as the employers and they must be consulted for all higher risk (*DfES Category 'B'*) activities.

- In the case of these activities, a written Risk Assessment should accompany the Notification Form.
- The Governing Body is responsible for ensuring procedures are in place for obtaining Governing Body approval. This can be effected by, for example, approval by the Chair; the Health and Safety Governor; a 'Visits / Journey' Sub-Committee or the full Governing Body.
- In LEA Services, the Heads of Service are responsible for ensuring procedures in place for obtaining Head of Service approvals.
- Governing Bodies, Heads of Service or their representatives, need to be informed of:
 - the nature, purpose and dates of the visit or journey
 - the Risk Assessment
 - the number and ages of the young people and children
 - the name and relevant experience of the party leader
 - the number of supervisors, including ,as appropriate, the balance between teachers and other adults, and how that number conforms to LEA recommendations
 - the experience of adults other than teachers accompanying the visit or journey - the emergency procedures (see Section 3).
- The Notification Form and Risk Assessment are submitted to the Governing Body or Head of Service (particularly in voluntary aided schools where the Governors are the employer) prior to the submission of the forms to the LEA. Any concerns raised by the LEA may be reported to the Governing Body or Head of Service, although the normal procedure would be to contact the Headteacher / Head of Centre / EVC.

Following the Governing Body's/Head of Service authorisation of the visits and at least four weeks before the journey or visit the school / centre should arrange for the LEA Category 'B' Notification online form to be completed and sent to the LA.

9.0 Packed Lunches

If children are to be away on the visit all day, parents will be informed in advance, so that a packed lunch can be brought to school for those children who normally pay for lunch. Children receiving free school meals are entitled to a free packed lunch from the kitchen. The kitchen staff require requests for packed lunches at least two weeks before the outing. This also allows kitchen staff to cater for a smaller number of hot meals on that day. If children are bringing their own packed lunches, please remind them not to bring drinks in glass bottles or sweets. Carrier bags are lighter than lunchboxes. No sweets or fizzy drinks are permitted as per school policy.

10.0 Protocols for adults when leading educational visits

Before leaving School

- Allocate groups of children to adults, allocate pairs within groups and explain that children must stay with the adult at all times.

- Explain the route to be taken to all adults and what to do should a child or group of children become separated from the group.
- Explain purpose of the visit, and strategies for keeping children engaged.
- Ensure that children are appropriately dressed and wearing a hi-visibility jacket with the school address on it.
- Remind children that they are representing the school and talk about the high standard of behaviour that this entails.
- Ensure the lead adult has left a mobile phone number with the school office and keeps a mobile phone switched on, on their person during the duration of the visit. Persons with mobile phones must use the phone only in an emergency.

In the Street

Teachers ensure that:

- the party keeps to the inside of the pavement.
- a teacher is at the front and another member of staff at the rear of the line.
- children stay in assigned pairs and groups.
- the group stays close together and doesn't become spread out.
- roads are crossed safely

Please note that school staff have no legal right to stop traffic and should use traffic lights and pedestrian crossings wherever possible.

Children should be reminded to stop chatting and focus on the road that they are crossing. Avoid keeping the children in one long line at a crossing – there will not be time for the whole group to cross –instead children should be lined up in smaller groups along the pavement.

Avoid

_____pavement

XX
 XX
 XX
 XX
 XX
 XX

XX

Instead

_____pavement

XX XX XX

XX XX XX

XX XX XX

If necessary cross in smaller groups rather than risking some children crossing on red lights.

On the Underground

Teachers should:

- ensure children enter escalators in single file and stand on the right on escalators. Ensure that there is one adult at the front, one at the back and others spread out ready to help children who may experience difficulty.
- Ensure that adults and children keep walking at the bottom/top of an escalator until an appropriate point so that there is no blockage at the bottom or top of the escalator.
- ensure children line up against the wall on the platform while waiting for the train.
- count heads regularly.
- ask staff to assist whenever possible –accept all offers of help from staff.

Give clear instructions about which doors to use on train. Ensure that one adult member of school staff is first on and that one adult member of school staff is last on.

- tell children to line up against the wall when they get off the train. One adult should stand at the door until all children get off the train, one adult should count all children on the platform.
- ensure that children are with their allocated adult at all times.

(vi) On Buses

For large groups, the journey may need to be staggered. Teachers should tell the driver/conductor where the group will be leaving the bus and should be the last to get off.

(vii) Coaches

- Children must remain seated at all times and have seat belts on.
- Sit children prone to travel sickness near to the front of the coach.
- Children must not sit in the front row of seats

(viii) Accidents and Emergencies or serious incidents

In the event of an accident:

- An adult must stay with the group whilst another goes for help.
- Phone ambulance if necessary.
- Phone school with the name of the injured child and relevant details.
- If the accident is serious, one adult should stay with the injured child whilst the other children are taken straight back to school.
- Complete an accident report on return to school for all accidents.

If there is any kind of an incident, school must be informed as soon as possible and a full written account must be given to the headteacher by the end of that day,

(ix) Loss of a Child

Notify:

- the school
- the station manager or manager of the venue where the child has been lost.
- local police

(x) Late Return to School

- In the event of the school party's return to school being delayed, the lead adult should phone ahead to explain and give approximate time of arrival.
- Where delayed return coincides with the end of the school day, a minimum of 15 mins should be given so arrangements can be made at school.

Review date	By	To be agreed by governors - date	Next review date
27/02/2020	TLCP	01/02/2024	Spring 2025

ARGYLE PRIMARY SCHOOL



Class

Teachers

Venue of visit	
Purpose of visit	
Date of visit	
Location of visit	
Times of visit	
Transport to be used	
Contribution cost	
Other Items	

Dear Parents

These are the details of the educational visit that your child _____ will be going on. We expect all pupils to be present. Please speak to me if you need further information.

Yours sincerely

Class Teacher

I give permission for my child _____ to go to _____ on _____.

I enclose £_____ towards the cost.

Name of child _____ Class: _____

Name of parent: _____ Signature: _____

Appendix 2



EDUCATIONAL VISITS AND OFF-SITE ACTIVITIES

MODEL CATEGORY 'A' NOTIFICATION FORM

(Please take photos and gather information for our Newsletter)

Permission letter Required? YES / NO

To be completed by the Group Leader for:

- 1. Local surveys and fieldwork
- 2. Visits to local libraries, theatres, museums, exhibitions etc.
- 3. Sports / recreational events as participants or spectators.

This notification form should be submitted to the Headteacher/ Office Manager at least 21 days prior to the visit/activity. Any other relevant information should be submitted with it. The CSF Off-site Activities Guidance ('EVC Toolkit') should be used in completing it.

Packed Lunches required: YES / NO	Parents invitation: YES / NO	Contribution cost:
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Have you contacted any volunteers that work with your class? Yes / No

1. Name and position of staff member in charge:Class:.....

2. Location and address of proposed visit/activity:

3. Date of visit:

Leaving time: returning:

4. Please give details of the purpose and objectives of visit/activity:

5. Means of travel:

a) Alternate route back to school

b) Has a risk assessment been carried out? YES / NO

6. Names of accompanying staff:

i) ii) iii)

iv) v) vi)

vii) viii) ix)

7. Names of other accompanying adults (a police check may have to be carried out)

i) ii) iii)

iv) v) vi)
vii) viii) ix)

8. Names of vulnerable children

i) ii) iii)
iv) v) vi)
vii) viii) ix)

9. Measures in place to support vulnerable children

.....
.....
.....
.....

10. Year group/Age range:

Please answer YES or NO to the following questions and add relevant information where necessary

11. Do the gender and ratio of adults to young people conform to CSF guidelines? **YES / NO**

12. Is there a list of participants? (please attach) **YES / NO**

13. Has a previous or preliminary visit been made? **YES / NO**

If No, what alternative action has been taken?

.....
.....
.....

14. Have the hazards/risks in the location been assessed? **YES / NO**

15. Have the hazardous activities been assessed? **YES / NO**

16. If a Centre is being used, has it provided

- a list of their appropriately qualified staff? **YES / NO**

- their risk assessments of the activities and environment? **YES / NO**

17. Has the provision of safety precautions been confirmed (e.g. fire arrangements, equipment, clothing, etc.)? **YES / NO**

18. Are there First Aid arrangements in place at all times? **YES / NO**

19. Are appropriate insurances in place? **YES / NO**

20. Other comments:

.....
.....
.....

Signed: **(Group Leader)** **Date:**

This visit/off-site activity is

Authorised	Not authorised
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Signed: **(Headteacher / Deputy Head / Service Manager)**

Date:

Please attach additional, relevant information to the form

