



Aldenham Preparatory School Educational Visits and Activities Policy and Guidance

Introduction

All schools are required to offer children a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development and prepares them for the opportunities and experiences of adult life.

In the Prep School we seek to ensure that the curriculum is delivered to all children regardless of social background, race, gender or differences in ability. All are entitled to the development of knowledge, understanding, skills and attitudes. To enrich the curriculum for all our children, we also offer a range of educational visits and other activities that add to what they learn in the Prep School.

Organisation

The curriculum defines what we teach the children in the Prep. This is the basis for each class' programme of learning for each school year. In addition the Head of Prep agrees a corresponding programme of visits and activities in consultation with the staff.

Within each class's programme of work the teachers plan educational visits and activities that support the child's learning. We give details of these visits and activities to parents as the school year progresses, and inform parents of these in due course.

Visits and activities usually take place within the school day, and the Head of Prep approves such visits in advance once the guidelines have been approved. We follow guidelines relating to health and safety, and we ask parents to give written permission for their child to take part in any activity that takes the children off the school site. If we do not receive this written permission the child will be unable to participate. A detailed risk assessment has to be completed by the member of staff in charge of the trip.

Charging for school activities

For most educational visits there is a charge to parents to cover entrance fees and travel.

Curriculum links

All educational visits and activities support and enrich the work we do in the Prep School. There are a number of people who visit the school to support our work. Some visits relate directly to areas of learning for individual classes, whilst others relate to all our children.



Visits

English	Visits from authors, dramatic performances
Science	Use of school grounds, visits to gardens or farms, workshops given by visiting scientists
Mathematics	Use of shape and number trails in the local environment
History	Study of local buildings and museums
Art & Design	Art gallery visits, use of the locality, visits from artists and sculptors
Music	Range of specialist music teaching, extra-curricular activities, local productions, concerts for parents
ICT	Use of the main school, its use in local shops/libraries/secondary schools etc.
RE	Visits to local centres of worship, visits by local vicar, rabbi and ministers
Geography	Visits to areas of interest such as a river studies centre
PSHCE	Visits to upper KS2 focussed safety centres; visits from First Aid trainers

We also have visits from our neighbourhood police officer and fire officers. These visits support the personal, social, health and citizenship education of our children. Other local religious leaders also visit in the course of the school year.

School Minibus and Coach Companies

The school charges children if they are transported in the school minibus to places of interest. The charges that we make cover the expenses of the journey only; we do not make any profit from this.

Our minibus meets guidelines and each seat has a belt. We only hire those companies whose coaches have individual seat belts. We instruct all children travelling by coach or minibus to wear a seat belt at all times and until told to remove them by a member of staff.

Procedures

- Follow the school procedures including gaining permission from the Head of Prep to run the trip (Appendix 1 – Checklist for visits)
- While on the pre-visit, do a risk assessment (Appendix 2)
- For overnight stays ensure that the establishment has the required security checks and refer to DfE policy for further information
- For adventurous or hazardous activities the journey must be approved by the Head of Prep six weeks in advance
- Ensure in advance that enough parents are willing to financially support an expensive school visit

When writing to inform parents of a visit the letter should include:

- purpose
- dates and times
- food arrangements
- travel



- additional clothing needed, uniform or casuals
- request for parental permission
- request for any medical information of which we should be aware
- request for emergency number of parent/guardian to leave in the office on trip day
- cost and final date for collection
- explanation of inclusion of spending money in collected cost or not

Groupings

Split children carefully to make groups manageable and safe. Ideally, try not to have a group yourself, allowing room for the unexpected. If you have children with behavioural difficulties that you would not expect another supervisor to look after, then affiliate yourself to a group rather than having a whole group to yourself (provided you have a high enough pupil/supervisor ratio).

Health & Safety

In advance:

It is vital that a risk assessment is carried out in each case in line with the DfE policy on school journey and visit guidelines (Appendix 2). This should be done on the pre-visit.

Check you are happy with car park areas, safety of toilets and safety along the way.

Before lunch children should be taken to wash their hands, especially if they have been touching animals or visiting a farm.

Getting There

When taking:

A coach

- Make sure that the coach door always opens to the pavement away from the traffic
- Always ensure that one teacher/supervisor is first off and last on and is always supervising outside the coach
- Establish clear procedures at stopping points
- Make sure that head counts take place before the coach moves away
- Make sure that seatbelts are fastened before pulling away

A train

- Phone ahead to reserve a carriage if possible
- Ensure that all children and helpers get on to the same carriage and that children are seated
- Do not get on a train if it is too crowded for all children and carers to be in the same compartment
- Staff should stand in the doorway preventing the doors from closing until all the children are in or off the train



- When waiting at a platform, ensure children are surrounded by supervisors and not obstructing other passengers
- Try to plan the outing so that you are not using public transport at peak times in the day, where seating and over-crowding may be an issue

Private cars

If parents or teachers are driving children in privately owned cars they must:

- Ensure that they are covered in their insurance
- All children wear seat belts
- Parents must also give specific permission for their child to be taken in a private car

Walking

- Ensure children are sensible and walk well away from the edge of the pavement
- Talk to supervisors about crossing procedures before leaving school
- Ensure a supervisor stands in the middle of the road as children cross
- Always have an adult at the beginning and end of the line
- If walking by a river make sure children are aware of the dangers and that you have the appropriate ratio of adults (or more)

Pupil/Supervisor Ratio (See Appendix 5)

- When going on a trip it is essential to have the appropriate ratio of adults to children. All adults should be responsible to the trip leader, inform him/her of any incidents and obtain permission before leaving the main group
- Helpers must be responsible and stay with their group throughout the trip
- The supervisors may not bring other children with them, as we are not insured for their care
- If possible take more adults than are recommended in order that you do not have to supervise a group yourself
- Ensure that you have a first aid kit and any medicines that the children may need throughout the day. Make sure you know how to administer them and have the appropriate permission to do so. Also ensure you have emergency medicines e.g. epipen etc.
- A qualified First Aider must go on all trips
- You should have a list of children with allergies so that you can be aware of any contact

Equal Opportunities

When organising a trip it is important to ensure that access is appropriate for all children i.e. disabled toilets, lifts or ramps if necessary.

One should also consider the multi-cultural and gender aspects of exhibitions and ensure that messages are in line with school values or accepted as areas to discuss.

Above all, the trip leader is in charge and responsible for the safety of all the children on the visit.

V. J. Gocher
January 2012



CHECKLIST FOR VISITS

Year/Class:..... Visit to.....

WELL BEFORE VISIT

- Read Educational Visits Policy
- Do pre-visit. On visit do risk assessment form (Appendix 2)
- Check arrangements with staff at visit
- Check procedures on entrance
- Check arrangements for the whole day and see all areas that the children will have access to
- Consult head on the visit date and arrangements for the day
- Check school diary in the office for possible dates
- Book visit and talks etc
- Check parents are financially willing to support trips
- Order coaches with seat belt
- Hand 'Application for the approval of educational visits' to Head (Appendix 3)
- Await 'Confirmation from Head of Prep' (Appendix 4)

FOUR WEEKS BEFOREHAND

- Order packed lunches if needed
- Issue letter to parents including all details outlined in policy
- Collect consent forms and money, send money to office
- Parents accompanying trip CRB checked?

THREE WEEKS BEFOREHAND

- Request cheque from Bursary
- Chase up any missing consent forms and contributions from parents – every child must have a signed permission note if the trip is not local
- If insufficient funds or offers to supervise are received discuss with Head
- Acknowledge offers of help and feed back to parents as to whether they are needed to accompany trip

ONE WEEK BEFOREHAND

- Check that transport details are correct
- Confirm visit booking, lunch time arrangements and guides with place of visit
- Confirm with accompanying parent the time of set off and arrival back at school
- Make a supervisor/pupil list
- Inform Welfare Assistant of the visit and request First Aid Kit and any individual medicines
- Ensure you are aware of allergies and have permission to administer emergency medicines
- Hand final list of groups/ parental consent and details of itinerary to Head of Prep

THE DAY BEFORE THE VISIT

- Charge mobile phone to be used on visit
- Remind the children of items to take eg packed lunch, sensible shoes, coat, school uniform
- Check that duties/activities will be covered
- Phone coach company to confirm details
- Confirm details of the trip with parents – brief accompanying parents i.e. worksheets, time of return, safety issues, groups and reporting back to teacher

ON THE DAY

- Update emergency contact information forms (from Prep Secretary).
- Add any additional Helpers / Adults emergency contact numbers and information to list
- Take a copy of all paperwork on trip
- Collect mobile telephone and turn it on
- Collect the First Aid kit, individual medicines and sick bags from Welfare Assistant
- Check the office has a contact telephone number and are aware of the days' arrangements
- Check that you have payment and emergency money
- Advise Head of last minute changes
- Ensure the appropriate supervisor/pupil ratio (Appendix 5)
- Camera
- Lunches
- Equipment for children (paper, pencil, clipboards)

Permission forms are not necessary for local trips but parents/guardians should be informed using the same criteria written out in procedures.



RISK ASSESSMENT

Party Leader.....

Date (s).....

VISITING.....

Degree of risk	The Activity	The Pupils	Leader/Teachers	The Environment	Access to First Aid	External Factors
1	Within the everyday experience of the individual/group	Very experienced at appropriate level	Experienced and qualified at the appropriate level	Urban or rural with hazards that are predictable	First aid and emergency support is readily available at appropriate level	Weather appropriate to the activity, any changes will have no adverse effect on the group
2	Outside the everyday experience of the individual but some tasks have familiar aspects	Regular exposure to the activity. An adequate level of competency	Low qualifications. Regular participant	Urban and rural with hazards that change quickly.	First aid and emergency support is readily available. Teachers low qualification in First Aid	Weather appropriate To the activity. Any change will have minimal effect and will not affect safety.
3	Tasks unfamiliar but competency has been or will be achieved through training	Experience at a recreational level. Some competency	Low qualifications. Some participant	Industrial. Overnight stays. Close proximity to water in conditions that are predictable	First aid and emergency support readily available. Staff unqualified in First Aid	Weather changes could lead to serious problems if the group is not competent in the activity or are poorly equipped.
4	Tasks unfamiliar but training has been given	Some experience at an introductory level. Not competent	Some experience as a leader limited or recreational participant only	Close proximity to water, cliffs or other hazardous features. Travel abroad in urban areas	No first aid and emergency support readily available. Staff hold a relevant First Aid certificate	Weather changes could lead to serious problems if the group is not competent in the activity or are poorly equipped
5	Tasks unfamiliar. No training has been or will be received or given	Novice. No experience of the activity	No experience of the activity as a leader. Some experience as participant	Travel abroad in demanding terrain	No support readily available. Staff have no qualifications in first aid	Weather changes could have serious consequences for the group

EYFS – Taking into consideration the nature of the trip the ratio may be changed from 1:4 to 1:2/3.

TOTAL RISK ASSESSMENT SCORE.....

Score	Risk	Meaning
Less 10	LOW	The possibility and nature of an accident occurring are not substantially different to those occurring in every day experience
Less 19	MEDIUM	The hazards encountered are outside the groups experience but by adopting principles of good practice it should bring them to an acceptable level
Less 25	HIGH	The hazards encountered are beyond the everyday experience of the group. The repercussions of an accident could lead to serious consequences.
26+	UNACCEPTABLE	The hazards encountered are far beyond the experience of the group and the party leader. The visit should not go ahead.

Safety Officer's comments

Compiled by..... Signed..... Date.....



Other sheets enclosed with this form

Areas identified as particularly hazardous

Staff:pupil ratio

Particular areas where extra care should be taken on advice to be borne in mind

Other

Compiled by..... Signed..... Dated.....



Application for the approval of Educational Visits

Not all sections will be relevant to proposed visit:

Teacher/Group Leaders full name: _____

The teacher should complete this form as soon as possible once the preparations are complete. The teacher should have already received approval of the proposed visit in principle and should have regularly updated the Head of Prep / Pre-Prep on the progress of the preparations. The teacher should obtain parental consent.

When approval is given, one copy should be retained by the Head of Prep School and another by the teacher. The Head of Prep School should be informed of any subsequent changes in planning, organisation or staffing. If required the Head of Prep School should seek advice from the Headmaster.

Purpose of visit and specific educational objectives: _____

Places to be visited: _____

Departure date: _____ Return date: _____

Departure time: _____ Return time: _____

Transport arrangements including the name of the transport company and vehicle number(s): _____

Proposed cost and financial arrangements: _____

Accommodation to be used: _____

Contact Number: _____

Details of the programme of activities: _____

Details of any hazardous activity and the associated planning, organisation and staffing. Risk Assessment should be completed (Appendix 2):



Names, relevant experience, qualifications and specific responsibilities of staff accompanying the party: _____

Names, relevant experience, qualifications and specific responsibilities of other adults accompanying the party: _____

Name, address and telephone number of the contact person in the home area who holds all information about the visit or journey in case of an emergency:

Existing knowledge of places to be visited and whether an exploratory visit is intended:

Size and composition of the group:

Age range: _____

Number of boys: _____ Number of girls: _____

Adult to pupil ratio: _____ Leader/Participant ratio: _____

Information on parental consent

Information on whether the teacher/group leader has received all consent forms duly completed and signed (parental consent may precede or follow approval:

Names of pupils with special educational or medical needs: _____



Visit Confirmation from Head of Prep School

To be completed by the Head of Prep School

To the Teacher/Group Leader:

I have studied this application and am satisfied with all aspects including the planning, organisation and staffing of this visit. Approval is given.

Please ensure I have all relevant information including a final list of group members, details on parental consent and a detailed itinerary at least seven days before the party is due to leave.

Your report and evaluation of the visit including details of any incidents should be with me as soon as possible but no later than 14 days after the party returns.

Signed: _____

Date: _____

A copy of the completed application form and details of any subsequent changes should be retained by the Head of Prep School.



SUPERVISOR/PUPIL RATIO

Visits (i.e. day visits not involving an overnight stay or adventurous/hazardous activities)

1. It is always advisable to have two supervisors (including one teacher) on every visit but there may be very exceptional occasions when the Head of Prep considers it sufficient for only one teacher to be used. Such an occasion could be when a very small group of children are involved. Such arrangements will not be appropriate at Key Stage 1.

2. The recommended minimum staffing ratio for visits not involving adventurous hazardous activities is:

	No. of Pupils	Teachers	Other Supervisors	Total	Recommended Ratio
Nursery & Reception	20	1	4	5	1:4
KS1 (exc. Reception)	24	1	2	3	1:8
	32	1	3	4	1:8
	40	2	3	5	1:8
KS2 up to	17	1	1	2	1:17 (plus 1)
	18-34	1	2	3	1:17 (plus 1)
	34-51	2	2	4	1:17 (plus 1)
	52-68	2	3	5	1:17
KS3/4	1-15	1	1	2	1:15
	16-30	1	1	2	1:15
	31-45	1	2	3	1:15
	46-60	2	2	4	1:15
	61-75	2	3	5	1:15

SPECIAL The Head of Prep and party leader will make recommendations on the ratio of adults to pupils taking into account the individual needs of the pupils

* (SEN) Shadow should not be counted in the supervisor/pupil ratio



Evaluation of Trip

Overall Review: timing, appropriateness, organisation, quality of outside instructions.

Budget: was the trip value for money, adequate expenditure, any financial improvements?

Is there anything that could be improved for next time?

Any other information;