



Outdoor Education and Off-Site Educational Visits Policy (including the Early Years Foundation Stage)

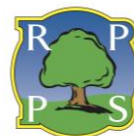
1. Introduction

- 1.1 School trips form an important dimension of a child's educational experience, bringing the classroom into the outside world and forming shared experiences with teachers and peers. However, given the potential for tragic mishap, it is important that planning and documentation is thorough, not only for the pupils and staff, but also for the legal implications if something goes wrong.

If all the necessary procedures and documentation are in place there should be no need for apprehension about leading a school visit, whether it is a trip to a museum, residential week or a sports tour abroad.

2. The Value and Purpose of School Visits and Ventures

- 2.1 A great deal of attention is now paid to the quality and effectiveness of learning opportunities offered to children and young people and the strategies used to promote best practice.
- 2.2 Attempts to enhance learning or provide realistic situations to use and apply knowledge, skills and understanding are at the forefront of good practice. Learning in its broadest sense, frequently turns to the exciting and stimulating environments that are provided out of school. This may be just outside and beyond the classroom or group based, through journeying far and wide.
- 2.3 Where opportunities are well planned and structured, the values have been shown to be clear. The children have the opportunity to:
- Use and apply their knowledge and understanding outdoors, in a different and often more stimulating environment.
 - Focus on specific environments, from geography trails to problem solving and team challenges, to develop their organisational, team working and leadership skills.
 - Develop an awareness and understanding of the environmental and sustainability issues, through fieldwork studies.
 - Raise their awareness and understanding of the wider safety issues through opportunities to become involved in risk assessment and risk management.
 - Learn new skills.
 - Reinforce existing skills and knowledge by putting theory into practice and through interactions with others.
 - Enjoy the experience and learn from it.



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3. The Aims and Objectives of Learning across and beyond the Curriculum

Developing Key Skills

- Using and applying knowledge, skills and understanding in different, realistic and exciting context.
- Developing the ability to work cooperatively.
- Developing the ability to communicate successfully.
- Showing initiative and a positive attitude.
- Showing greater independence, moving towards self-reliance.
- Becoming increasingly risk aware and increasing understanding and independent actions.

Raising achievement by boosting self-esteem and motivation

- Raising self-esteem through successful participation and enjoyment
- Developing positive attitude to learning.
- Helping demonstrate strengths and understanding of limitations.
- Encouraging responsibility.
- Improving behaviour.
- Addressing disaffection.

Developing social education and citizenship

- The ability to work with others, accept and support them, building relationships.
- Learning to tolerate others and respect their views – understanding equal opportunities.
- Learning to accept the consequences of their own actions.
- Learning to defend their own points of view.
- Exploring attitudes and values they will carry into adult life.

Promoting education for sustainable development

- Appreciation of the natural world as a source of interest and challenge.



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- A concern for living things.
- Understanding of the needs for independence between people and the environment.
- Recognition of the effect of present actions on the future.
- An increasing ability to access evidence and making personal decisions.

Promoting health and fitness and a positive use of leisure

- Developing a positive attitude to physical activities and a healthy lifestyle
 - Developing and experiencing physical fitness and well-being
 - Achieving success in physical activities
 - Developing self respect and self discipline and the ability to cope with adversity
- 3.1 The value of off-site education is well recognised by the School's Directors and fully supported throughout the school. It is emphasised that a culture of safety must prevail and there is a need for careful planning and adherence to formal procedures. Off-site educational visits must be well managed, information communicated and responsibilities recognised.
- 3.2 This document outlines the specific policies and procedures for Ravenscourt Park Preparatory School. It supplements and follows the advice and guidance contained within the following significant publications:
- The Health and Safety Executive in conjunction with the Department of Education and Skills (DfES) published 'Health and Safety Responsibilities and Powers' Statutory document.
 - The DfES document 'Health and Safety of Pupils on Educational Visits' (HASPEV)
 - The HASPEV supplementary guidance published by the DfES
 - Part 1 - Standards for LEAs in overseeing educational visits
 - Part 2 - Standards for Adventure
 - Part 3 - A Handbook for Group Leaders
 - DfES/CCPR 'Group Safety at Water Margins'

4. Roles and Responsibilities

- 4.1 Any member of teaching staff may organise a school visit (with prior consultation with the EVC and Head), accompanied by other members of staff (full or part-time) and parents.



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- 4.2 The Board of Directors satisfies itself that the appropriate procedures, risk assessments, and control measures are in place and that the documented guidance notes are being followed. All off-site visits that are residential, abroad, or hazardous need to be approved by the Board. Such approval should be formally recorded in the Board's minutes.
- 4.3 The Head Teacher and EVC are delegated by the Board to approve all off-site educational visits of a perceived low risk, local daily or regular basis.
- 4.4 The Educational Visits Coordinator (EVC) ensures that all off-site activities follow the correct procedures outlined in this policy and <http://www.education.gov.uk>. The person with these responsibilities will approve the Group Leader for each visit and monitor the risk assessments to ensure good practice. In addition, the following responsibilities and duties are undertaken:
- Support the Group Leader in identifying the purpose for the visit and the selection, training and briefing of appropriate supervising adults and volunteer helpers.
 - Ensure that the DBS disclosures are in place as necessary.
 - Arrange Emergency Contact Duty Officer and draw up proper procedures to be followed in such an event.
 - Keep records and make reports of accidents and 'near accidents'.
 - Review and regularly monitor procedures.
- 4.5 The Group Leader is responsible for identifying the purpose of the visit and following the School's procedures. If the visit is of a specific nature, for example, Residential Week, the group leader will be in overall control but will delegate to other staff the leadership of particular activities. A risk assessment is necessary for all off-site visits. Significant risks and their control measures will need to be recorded and filed with the EVC.
- This will take account of:
- Generic Risks as referred to in this document.
 - Event Specific Risks as identified from a pre-visit or through knowledge or experience of the environment, accommodation, the leader's competence, the group and other factors such as transport.
 - On-going risks identified by the professional staff responding to the changing circumstances and the success of planned activities and procedures. The participants and staff will be fully briefed on the purpose and the risk assessment control measures.
- 4.6 Staff / helpers should be briefed before any visit, whether it be a day trip or a residential trip, and should be aware of the risk assessment and know exactly what is required of them during the visit. All staff/helper should be provided with the respective roles and responsibilities guidelines.
- 4.7 Participants are encouraged to consider risks involved in an off-site educational activity and to assist in the design of appropriate risk management strategies that support their learning.



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5. Guidance Notes for Off-site Educational Visits

To ensure proper good practice and compliance with the necessary regulations it is expected that:

- 5.1 All Group Leaders will familiarise themselves with the published advice and guidance. Training for Group Leaders will be arranged to include all aspects of supervision, ongoing risk assessments (including being prepared to stop an activity that has become too hazardous) and how to deal with an emergency.
- 5.2 The EVC will provide training and guidance for planning and leading a trip. This will be offered to all new staff as part of their Induction programme and as a 'refresher' for other staff. A step-by-step guidance sheet is available for all staff on the intranet.
- 5.3 In order to plan an off-site activity the EVC should be involved in discussing plans at an early stage. Routine or local visits such as games matches need to be planned ahead also. It may be possible to approve a series of events on a termly basis. No financial commitment should be agreed until all relevant approvals have been achieved.
- 5.4 Internal Approval Form. This form should be completed for all visits.
- 5.5 Parental Consent. Must be obtained for all off-site trips/visits in the form of an annual permission slip. Parents must all the exact details for every trip via letter in advance of the trip.
- 5.6 Risk Assessment forms. Should be completed following a pre-visit and lodged with the EVC one week prior to the trip. Request copies of external providers own risk assessment documents which should be incorporated to ensure a seamless risk assessment for the trip.
- 5.7 Emergency Contacts and Photographs of children. Must be taken on the trip for every child. Staff should carry mobile phones and the contacts should include all group leaders as well as a named person back at school (usually the EVC).
- 5.8 Evaluation Report. On return the Group Leader must report to the EVC and, where necessary, an evaluation report should be completed in order to achieve any learning about a 'near miss' or where an incident took place but fortunately did not require the completion of an Accident/Incident report form. Perhaps such a form was completed at the venue; however, this does not remove the need to place such an occurrence on the school record. A general evaluation of the visit will inform future visits and may be a useful check on the value of the risk assessment undertaken.
- 5.9 Access to the Trip – All children should be able to access the trip venue and activities. The Group Leader to carry out the necessary site visit to make sure that all children, including those in a wheelchair, are able to access the venue. The appropriate travel arrangements will be made, in conjunction with the parents, to ensure that all children can reach the venue.

6. Staff to Pupil Ratios

- 6.1 Any school visit must be led by permanent members of the teaching staff. The EVC will decide who accompanies a visit.



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- 6.2 The required staffing levels will vary depending on the activity, age of participants, group size, location and nature of the visit and the efficient use of resources. There will be a minimum of 2 members of staff on all trips (other than away fixtures when a regular parent helper, with a CRB/DBS check, may accompany the team along with a permanent member of teaching staff).
- 6.3 Parents and volunteers may be asked to supplement the supervision ratio. They should be carefully selected and ideally they should be well known to the school. Whenever parents may have substantial, unrestricted access to children, they must have CRB/DBS check. Teachers, staff and other adult supervisors should ensure that whenever possible they are not alone with a pupil. This serves as protection for all parties.
- 6.4 There are no statutory guidelines on supervision ratios. As a general guide for visits to low risk sites; for example a museum under normal circumstances, the policy at RPPS is:
- 1 adult for every 6 pupils in Lower School (under 5 year olds should have a higher ratio, as set out in The Early Years Foundation Stage Statutory Framework document).
 - 1 adult for every 10 pupils in Upper School.
 - Overseas Visits/ Residential Visits 1 adult for every 8 pupils (although this may vary depending upon the age of the group the nature of the trip but must not be less than 1 adult for every 10 pupils).
- 6.5 The ratios and supervision strategies outlined should provide adequate supervision, but any strategy needs to be complemented by clear knowledge of the quality of those supervisors, volunteers and other responsible adults.

The need for a Higher Level of Supervision

- 6.6 Aside from the generic advice given on ratios within this section, the Visit Risk Assessment, having due regard to the visit venue, its environment, the Group Leader's and Supervisors' qualifications, competencies and experience, as well as those of the Group itself should identify a suitable Staff/Group ratio.
- 6.7 The number of staff should be increased if:
- It is found that the environment or location of the visit site or activity presents particular hazards; e.g. poor visibility, poor security or prevailing physical hazards.
 - If it is known that a Group's, or an individual Group member's behaviour or needs (education, physical or medical), requires particular management. This could mean a ratio as low as 1 : 1 in some circumstances with additional staff not being tied into other agreed staffing ratios
 - Teachers are inexperienced and are accompanying the Group as part of their professional development. This may mean them not being included in calculated staff ratios.

7. Procedures



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- 7.1 Staff wishing to plan and undertake a visit (prospective Group Leaders) should apply verbally to the EVC for outline permission to plan the visit. The Trips Application Form should then be completed and handed to the EVC who will then sign the form to approve the visit.
- 7.2 Outline permission will be granted when all the requirements of this policy and guidelines have been considered, the visit can be accommodated within the school timetable, the educational objectives meet curriculum requirements and the ethos of the visit is one with which the school wishes to be associated.
- 7.3 The details of the visit/workshop should be entered on the trips booking sheet on the intranet by the end of the trips deadline, specified at the beginning of each term.
- 7.4 Once outline permission has been received the Group Leader can complete the planning organisation and bookings for the visit. When all details, including the risk assessment, are complete they must be submitted for final written approval. This should be a minimum of 7 days before the visit.
- 7.5 Regularly repeated visits may receive block annual approval subject to parents being made aware of every visit, especially any involving a return time outside the normal school day.
- 7.6 Inform parents, via letter, of the trip, its nature and activities which their child will be involved in, the charge to parents and ensure that they have completed the annual permission slip.
- 7.7 Following each visit the Group Leader will undertake a review. Any incidents or accidents will be reported in accordance with the reporting requirements. Leaders of visits that have involved considerable time or financial resources, such as residential visits, will produce a short report evaluating the travel and transport, facilities, quality of any providers and the success and value of the visit and submit this to the EVC.
- 7.8 Following the trip, complete the Trips Information proforma and send to the Bursar.
- 7.9 All school staff will be made aware of the requirements of this policy and any changes that are made when this policy is reviewed.

8. Residential and Overseas Visits

- 8.1 The party leader should liaise with the EVC in preparation of the following documents (See appendix /intranet for proformas):

Letters to parents:

1. Initial letter announcing visit
2. Further information letters

Forms to parents for completion and return:

1. Medical/Health form (includes diet)
2. Emergency Information form
3. Consent form
4. EHIC details



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8.2 Once the above information has been produced for all pupils, the party leader must complete the following forms, copies of which should be given to the Head, Head of Section, EVC and School Office.

8.3 Residential Visits Information Form:

This should contain address/telephone numbers:

- (a) Accommodation
- (b) Travel arrangements
- (c) Coach company
- (d) Contact person at base
- (e) Places on itinerary

8.3 Pupil Contact Sheet

Listing pupils on the visit with contact numbers and children's photographs

8.4 Medical/Health Sheet

1. All parents and guardians should complete a medical form about their child.
2. A summary sheet should be made and distributed to all concerned.
3. Discuss specific details with the parents.
4. Send details of all pupils with specific dietary needs to the residential centre/accommodation.
5. List all pupils who need to take daily medication. Ensure that parents have completed the 'Medical Permission form' with information regarding amounts and storage. Unless you have written consent you must not administer medicine to the child.
6. Administration of medicine must be in-line with RPPS medical policy.
7. Parents must complete the medical form to give permission for staff to administer medicine.

8.5 Information to Parents

Parental consent is essential. Parents or guardians are entitled to be as fully informed as possible, not only on the practical details but also on the aims and objectives of the proposed trip and its value to their child's education.

Information can be issued in stages depending on the nature of the trip.

1. For a one-day visit, one letter giving full details and a permission slip is adequate.
2. For residential trips an initial letter outlining the visit with main details and a permission slip should be sent.
3. There should also be a meeting for parents. This has great benefits and is very reassuring for parents.

The following information should be given:

1. Visit's aims and objectives
2. Visit duration (with dates)
3. Base from where the group will operate
4. All travel arrangements including pick-up/dispersal points and times.
5. Activities planned with an outline of each daily programme. This should also include pupil free time and how it will be used.
6. Clothing requirements/equipment list
7. Recommended spending money
8. Insurance details (if applicable)



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9. Cost

8.6 Parental Consent

It is absolutely essential that party leaders obtain parental consent for every aspect of a visit. For this reason, the organising of a visit must involve and take into account, all activities that the pupils will undertake (see Risk Assessment). Consent should be obtained for the following:

- The pupil going off site.
- The pupil being allowed to participate in the visit
- Pupils being allowed to participate in a physical activity (sailing, swimming, skiing, etc) under the supervision of a suitably qualified instructor
- Medical treatment to be carried out, especially emergency operations, if there is no time to contact parents (or parents are unavailable)
- If access to the residential visit could be limited due to wheelchair access, the EVC and Group Leader will meet with the parents prior to the trip to talk through arrangements for the trip. The EVC will also liaise with the site to discuss arrangements for wheelchair access.

8.7 Information and Documents from Parents

The nature and destination of the visit will determine the amount of information required from parents.

Day Visits	Permission slip
Residential Visit (UK)	Permission slip Completed health form Completed emergency form Consent for activities to be undertaken
Overseas Trip	EHIC Consent for activities to be undertaken Passport and visas

Examples of health, consent and emergency forms are in the Staff Educational Visits Handbook.

The following information needs to be given by parents:

1. Details of any specific dietary needs
2. Essential information for medical treatment and consent to treatment if needed
3. A contact address and telephone number in case of an emergency
4. Consent for planned activities

9. **Health and Medical Procedures**

1. A medical kit is to be taken on all visits.
2. On EYFS trips one member of staff must hold a current Paediatric First Aid Certificate.
3. Administration of medicine must be in-line with RPPS medical policy.
4. Parents must complete the medical form to give permission for staff to administer medicine.

During the Visit:

1. Check medical procedures on arrival at the centre or hotel.
2. Seek medical attention if an incident requires it.
3. Keep parents and SLT informed.
4. If the incident is serious or an operation is needed, telephone the SLT as soon as possible. SLT will inform the parents or if you wish you may contact them.
5. Keep the Head informed.



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6. A member of staff should stay with injured child at all times.
7. In law, interest of the child is paramount and it follows that in a crisis a teacher has the right to authorise medical treatment in the child's interest. In such situations parental consent is not legally required although every effort should be made to contact the parents.

10. Food Preparation

- 10.1 For any school visit, it is the party leader's responsibility to ensure that pupils receive proper meals and that individual pupils with dietary complaints, allergies and needs (including vegetarians) are catered for.
- 10.2 For a day visit, packed lunches need to be ordered for every member of the party including accompanying adults. This must be done at least 10 working days in advance, using the Picnic Lunch Request Form (see Appendix A), and collected on the day. It is advisable to discuss your trip with the school caterer when ordering lunches.
- 10.3 Meals should be taken at the regular times on visits abroad or when the visit involves travelling unusual hours. It is the party leader's responsibility to make contact with hotels, field centres and tour companies to arrange meal times.

11. Transport

- 11.1 Head counts, by the group leader or delegated teacher, should always be carried out when the group is getting onto or off a vehicle.
- 11.2 The driver(s) of the vehicle should not be responsible for supervision. The group leader is responsible for the party and should maintain good discipline.
- 11.3 Coaches should be booked through the school secretary. All coaches carrying groups of three or more children aged between 3 and 15 years must be fitted with a seatbelt for each child.
- 11.4 The group leader and staff must ensure that:
 - All pupils stay seated whilst on the coach
 - No pupils should sit on the front seat
 - All occupants must wear a seat belt at all times.
 - Pupils are informed of the rules concerning eating food (sweets/gum) and having drinks on the coach.
 - The coach is left in the same condition in which it was boarded.
 - They take the following on the journey: rubbish bags, tissues, toilet roll, wet wipes, and travel sickness bags.
 - They carry a mobile phone and first aid kit.
- 11.5 For Reception pupils, records should be kept about vehicles in which children are transported, including insurance details and a list of named drivers. The registration no. of the coach used and the driver's full name should be hand written on the risk assessment, a copy of which will be kept in the EY folder Head of Lower School's office.



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11.6 Drivers using their own transport should have adequate insurance cover.

12. Behaviour

12.1 On all visits pupils should be given clear guidelines concerning their conduct. All pupils should know what behaviour is expected of them on a visit whether it is to the theatre, a shopping centre or a field study centre. Parents should also be informed of the behaviour expected and the general consequences of unacceptable behaviour (exclusion from visit or activities). The general school rules apply at all times.

12.2 It is the leader's responsibility to remind pupils of the expected behaviour and to maintain standards.

Some general points to remember:

1. Appearance: smart at all times (except when an activity requires otherwise)
2. Noise: to be kept at a minimum at all times
3. Manners: pleasant and polite to staff, students and local residents (no bad language)
4. Respect of each other and property/belongings
5. Listen to and obey instructions given
- 6 As a final point, remember that the place you are staying or visiting will have their own set of rules/standards. You must find out what these are as soon as possible and ensure that pupils know and comply with them.

12.3 *Pupils must know about:*

- (a) the normal daily timetable
- (b) standards of dress
- (c) general behaviour rules
- (d) items not to be carried and custom regulations
- (e) relevant foreign culture and customs
- (f) how to avoid specific dangers

In addition for residential trips:

- (g) sleeping arrangements (for residential trips)
- (h) personal hygiene
- (i) domestic responsibilities (rotas)
- (j) the care and use of equipment
- (k) responsibility for personal property
- (l) emergency procedures (fire drill, etc)
- (m) arrangements for free time

12.4 It is also important during remote supervision that pupils know what to do if separated from the group (rendezvous procedures) and have knowledge of how to summon help (basic foreign words where appropriate).

13. Day Trip Emergency Procedures

13.1 The risk assessment for each visit will identify the relevant emergency procedures during the visit. For visits extending beyond the school day, this includes designating a home contact from the school who may be needed as a link between the visit group, the parents, the school and Head Teacher in the event of an emergency.



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- 13.2 In the event of a delay (of more than 1 hour), or of an incident resulting in harm to any attending participant, staff member or volunteer, then the school must be contacted as soon as possible to inform the Head or designated deputy so that they can decide:
- If the incident is of a less serious nature then the next of kin or parents of those affected will be informed about what has happened (e.g. that the visit party will be returning late or that an incident has befallen a party member) and the action that has been taken so far. In appropriate circumstances the Group Leader will be designated to undertake this task.
 - However, if the incident is serious (e.g. involves a disabling or life threatening accident, or fatality) then the Head will instigate an appropriate critical response and maintain contact with fellow Directors, parents, staff, the school's insurers and others. Consideration will be given as part of this response to media relations.

14. Death of a Group Member

- 14.1 In the event of this tragedy you have a number of responsibilities (a member of the SLT will make every effort to join you as soon as possible and relieve you of the associated administration). You must inform the SLT at school immediately, who will then inform the family. The insurers must be notified. No one should discuss legal liabilities with other parties.
- 14.2 Remember the duties to the rest of the group. It is not always possible to assess whether group members have been traumatised by the incident. In some cases reactions do not surface immediately.
The visit will have to be terminated.

Updated: September 2016
Review date: September 2017

Appendix A – RPPS Checklist for Planning an Off-site Visit (Form 1)

Appendix B – Day Visit approval (Form 2)

Appendix C – Risk Assessment Pro forma (Form 3)

Appendix D – RPPS Accident Form (Form 4)

Appendix E – Picnic Order (Form 5)

Appendix F – Emergency Action Plan (Form 7)

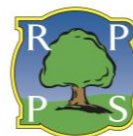
Appendix G – Evaluation (Form 8)

Appendix H – Trips information form – for the finance officer (Form 9)

Residential Visits

Appendix I – Residential Visits Information Form (Form 10)

Appendix J - Checklist for Group Leaders (Form 11)



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Appendix K - Parental Consent Form (Form 12)

Appendix L - Medical Form (Form 13)