



THE DOWNS
MALVERN

Policy	01-19	Educational Visits and School Journey's Policy	
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This policy is relevant to all sections of the school, EYFS, Pre-Prep and Prep, including Boarding.

This policy should be read in conjunction with the school's Code of Conduct Policy, Administration of Medication Policy, Recruitment Policy,

1. Introduction

1.1 School journeys and educational visits are an important part of life at The Downs Malvern. We value educational visits because they:

- enhance the learning that takes place in the classroom
- provide a context for learning
- help us deliver educational objectives and other aspects of the curriculum which would be less meaningful if taught in school
- promote engagement in learning
- support the development of *cultural capital*

1.2 We aim for each class to have at least one organised educational visit per term.

2. Parental/Carer Consent for Educational Visits

2.1 On admission to the school, parents/carers are required to give consent for their child to participate on local outings such as walking to nearby parks and visiting local shops, schools and other places of interest. These outings take place on foot and there is no requirement to complete an additional consent form, although we will inform parents/carers before we take the children out of school.

2.2 If a visit is not in the local area, involves using public transport or a coach, requires parents to pay or takes place outside of usual school hours, parents/carers will need to sign and return the consent form. We will not take children on educational visits if we have not received signed consent.

3. Preparation for Educational Visits

Before a visit, teachers need to:

- discuss the visit with the EVC (Educational Visits Co-ordinator) prior to making any arrangements and complete an Educational Visit Form (Appendix 1) for proposed visit once further information is gathered;
- make a preliminary planning visit (if the location/ venue has not been visited before);
- work out the costings with support from finance;
- use the risk assessment guidelines (Appendix 2) to complete a full risk assessment form (Appendix 3) and pass to the Headmaster;
- plan and check travel arrangements;
- inform catering in advance of requirements;
- inform other staff members who would normally work with the children on the day of the visit such as peripatetic music tutors, sports coach etc;
- inform the office staff of letters they need to prepare. Four weeks' notice, if possible, should be given unless there are exceptional circumstances such as sporting event finals;
- ensure there is sufficient adult support; (see section 6);
- ensure a signed permission slip has been received for every child;
- ensure they have full, up-to-date information regarding the medical needs of the pupils;
- have a signed risk assessment from the Chair of Governors for overseas trips.

4. Information for Parents/Carers

Before a visit takes place parents/carers are given information including:

- purpose
- content of the programme
- dates and times
- destination and location of the visit
- mode of transport
- any special clothing that is needed
- the amount of pocket money needed (if necessary)

5 The Cost of Educational Visit and School Journeys

5.1 Educational visits are a stimulus for the children's learning, and all have the right to attend if the visit is linked to the National Curriculum. Costs are usually charged to parents/carers.

5.2 We will take advantage of free public transport on buses and trains wherever possible, depending on the age of the children and the destination. We will also try to arrange trips to places of interest which have no or low entrance fees.

6. Staffing & Additional Adults

6.1 On visits where the element of risk to be encountered is similar to that in daily life, e.g. a visit to a site of historic interest or a local walk, the ratio of adults to children is:

Nursery	1: 3
Reception	1: 5
Years 1 and 2	1: 8
Year 3-6	1: 12
Year 7-8	1: 12

These are minimum ratios but considerations regarding the location of the visit, mode of transport, type of activity and needs of the children may make it necessary to have more adults accompanying the children.

6.2 A trained First Aider must accompany all visits and for children under eight this should be a paediatric First Aider. First aid equipment will be carried to cover minor accidents. This will be allocated to a member of staff.

6.3 We appreciate parents/carers and other family members (over 18) accompanying us on educational visits. See section 9.2 of this policy for guidance on the school's expectations of volunteers. For guidance on the requirements of DBS (Disclosure and Barring Service) checks for volunteers please see the DBS Policy.

6.4 The Trip Leader must take all relevant details with them, e.g. information regarding the coach company used, contact details for the parents/carers (for residential trips)

6.5 There is a school mobile phone which can be taken on visits should there be the need to make emergency calls.

7. Using Public Transport

Extreme care must be taken when using public transport and clear reference must be made on the risk assessment to ensure that all children are as safe as possible at all times. Routes (including an alternative route) should be carefully planned and shared with all adults accompanying the children.

8. Using Coaches

To ensure the children's safety when using coaches we use the following procedures:

- the coach door is opened to the pavement or away from traffic,
- one adult is always the first one off and the last one on the coach and is therefore always supervising outside the coach,
- children are told exactly what to do at stopping points,
- head counts take place before the coach moves away,
- a check is made that seat belts are fastened,
- behaviour expectations are reinforced
- all belongings are safely stored in the space above the passengers' heads or under the seat in front

9. Protocols during Educational Visits and how to Reduce Risks

9.1 The Trip Leader

The trip leader must ensure that all the steps in Section 3 of this policy have been carried out. Whilst on a visit, they must:

- brief volunteers and other staff members on the points highlighted in Section 9.2,
- provide all adults with a list of children for whom they have direct responsibility,
- share relevant medical/SEND information,
- share travel information

9.2 Volunteers

The staff must ensure that any volunteers who accompany them on a visit are fully aware of the school's expectations of them. The trip leader needs to tell volunteers that:

- they are representing the Downs Malvern on the visit and have a responsibility to uphold its good name
- if they have concerns, they must draw them to the attention of the trip leader immediately,
- they cannot be counted in ratios if their child/ren are on the trip,
- they may be used in ratios if their child/ren are not on the trip,
- if they are unhappy with a request from a member of staff at a centre being visited, they should inform the trip leader immediately,
- they must never allow a member of their group to wander off and must regularly carry out a head count to ensure all children are present,
- they must supervise children when they are using the toilet by letting them go in pairs and waiting outside with the rest of the group,
- they may not necessarily be in the same group as their child,
- they must not treat their child or the children in their group any differently than the rest of the class,
- they must adhere to the spending limit imposed on all children and not give their child additional money to spend,
- if volunteers are without a DBS check they must be supervised at all times,
- they must follow the teacher's directions and ensure that the meeting times/meeting places/activities are adhered to,
- one adult should be prepared to remain with a child in case of emergency,
- adults must wear an official school identity lanyard.

9.3 Children

The staff must explain the following points to the children:

- they are representing The Downs Malvern on the visit and have a responsibility to uphold its good name,
- if they have any concerns they must draw them to the attention of the adult to whom they have been assigned,
- the expectation of behaviour whilst on a visit is the same as when in school,
- they must never leave the group,
- they must follow the instructions of the adults supervising them, regardless of whether it is their teacher, a teaching assistant or a volunteer helper;
- they must wear high-visibility jackets if deemed necessary.

10. School Journeys

The EVC meets with the staff accompanying the trip and agrees/assigns roles to the staff. All staff are briefed on medical/SEND needs of the children, the programme and other necessary information.

Prior to a residential visit parents/carers are given full information including the name of the designated teacher in charge of medicines. Parents/carers are also given full and complete written details regarding the organisation and administration of the school journey, including:

- purpose,
- content of the programme, including details of all available activities,
- dates and times
- destination, location and address, mode of travel and accommodation,
- the code of conduct expected of children
- staffing details including names, experience and expertise of accompanying
- teaching staff and voluntary helpers, plus information regarding the training and experience of activity centre staff,
- special clothing or equipment required,
- insurance
- emergency procedure for contacting parents/carers.

11. Parent/Carer Consent for School Journeys (Residentials)

A parental consent form is completed in advance for each pupil attending the event. Matron will confirm the following are in place and up to date:

- whether the child is taking medication at home, if so what it is, the dosage and whether it can be self-administered. All medical information to be directed through the Medical Centre. All medicines should be brought to the Medical Centre the day before the trip.
- details of any other recent illnesses
- the name and contact details of the G.P.
- details of any contagious or infectious diseases suffered within the last three months,
- specialist dietary requirements,
- whether the child suffers from travel sickness,
- whether the child has continence difficulties,
- whether the child can swim; and their swimming abilities,
- whether there are activities that the child may not participate in,
- whether the child is allowed to be given over-the-counter medication, e.g.

paracetamol.

The trip leader will check they have:

- any other information the centre staff should be made aware of
- the family's home telephone number and address,
- an alternative telephone number and address,

12. Non-Attendance on School Trips

The school reserves the right to exclude pupils from school visits if, following a risk assessment, seeking advice from external agencies (if appropriate) and the implementation of reasonable adjustments, the safety of an individual pupil or group of individuals cannot be secured to an acceptable level. Only the Headteacher can make the decision that a child cannot attend a school visit, and all of the above steps must be taken prior to that decision being made.

Appendix 1 - Electronic version found in TEAMS for staff

TDM EVC Notification and Checklist

(Please **save in your area first** if completing this form electronically, and complete all sections)

This checklist is to help the ensure:

- *The safety of children and staff*
- *The maximum educational benefit to children*
- *Effective organization and administration*

It may be used by the HM to decide whether final approval for a visit is given.

Outing Title	
Date(s)	
Number of children (attach list of names)	
Member of staff in charge	
Other staff accompanying	
Staff to pupil ratio	
Paediatric First Aider	
Departure time	
Return time	
Meeting point	
Transport arrangements (minibus registration numbers if using school transport)	
Feeding arrangements	
Clothing arrangements	
Money arrangements	
Contact number(s)	
Is a Risk assessment attached	
Have you requested cover for accompanying staff	
Have you notified colleagues who may be affected by pupil absence	

N.B: Risk assessments are required for all educational visits and off-site activities. Many establishments provide risk assessments for the proposed activities the children might be undertaking, where appropriate, this can be printed and attached to this document. A trip or activity that is not visiting an educational establishment may require the member of staff leading the trip to complete a risk assessment. Colleagues can assist with this, and there may be a model risk assessment available in the Risk assessments folder which can be adapted as necessary. The responsibility of completing the risk assessment lies with the teacher organising the activity.

As trip leader you should familiarise yourself with the document in the EVC folder entitled *Procedure for taking children off site and Emergency Procedures*

TDM EVC Notification and Checklist

Please complete the following sections of the form by ticking the box or writing N/A where appropriate:

		Tick or write N/A
1a	Is there a clearly identified group leader, familiar with the basic principles of safe practice? Someone who is sufficiently experienced to assess the risks and manage the proposed activity?	
2a	Have the purpose and objectives and learning outcomes of the visit been clearly identified, discussed with any other provider, and are they appropriate to the age and ability of the group? Does the activity fit within the overall programme of the establishment?	
3a	Have the risks involved in the activities you propose been fully considered?	

	<p>using the RAOS (Risk Assessment Off-Site) form? Have you planned and where necessary, recorded your control measures? <i>(These Regulations and Notes of Guidance for Off-Site Activities provide a base, but leaders are expected to give further consideration to risk assessments. See Appendix)</i> Is the location of the visit appropriate to the activity to be undertaken and manageable for the group? <i>(Is it the only and best venue which can be used to achieve the objectives?)</i></p>	
4a	Have you discussed plans with any other suitably qualified and experienced staff, if appropriate to this trip? <i>(eg relevant Deputy Head)</i>	
5a	Does the proposed activity include adventurous activities or a hazardous pursuit?	
6a	<p>Are the members of staff or other accompanying adults (eg junior teachers) leading activities suitably qualified and experienced, (i.e. competent)?</p> <p><i>(Inexperienced staff will benefit from accompanying more experienced staff)</i> Special note is made of the need to have a qualified paediatric 1st. Aider on every EYFS trip.</p>	
6b	Have members of staff or adult volunteers (eg parents) been vetted, regarding child protection, where necessary? <i>(ie List 99, Criminal Records Bureau checks: Speak to HR)</i>	
7a	Will the group have acceptable staff/participant ratio necessary for the activities proposed?	
7b	Do plans and staffing ratios reflect the needs of people with disabilities?	
7c	<i>Will this include male and female supervision where necessary?</i>	
8a	<p>Has the group leader made a preliminary visit to the site or centre to be visited, to check arrangements? <i>(e.g. travel time, access including children with disabilities, and permission, facilities and equipment, leisure or recreational facilities for residential stays, staff support, guides or programmes of work, potential health and safety issues, shelter, toilets, costs, accommodation, contingency arrangements, references from previous users.)</i></p>	
8b	If not, has action been taken to ensure the Group Leader is aware of potential hazards and opportunities?	
9a	<i>Has the consent of parents/guardians been obtained for the visit and for the activities which are planned?</i>	
10a	<i>Do the children and staff have the appropriate clothes and equipment necessary for the activities proposed and allowing for a range of weather conditions?</i>	
10b	<i>If not, will another provider be offering additional appropriate equipment?</i>	
10c	<i>Are the children prepared for and physically capable of taking part in the proposed activity?</i>	
10d	<i>Is the programme suitable for all of the children?</i>	
10e	<i>Is there an alternative programme (Plan B) in the event of poor weather?</i>	
11a	<i>Do you have a first aid kit available?</i>	
11b	<i>Do the staff accompanying the children have any first-aid training?</i>	
11c	<i>Do you know and understand the insurance arrangements?</i>	
11d	<i>Do you need to take out additional cover? (eg GHIC for trips abroad)</i>	
11e	<i>Are sufficient staff aware of dietary and medical needs of children and staff</i>	
12a	<i>Have you booked a minibus or requested for a coach?</i>	
12b	<i>s there a contingency plan in the event of a delay or early return?</i>	
13a	<i>Do you require cash? If so have you arranged for a cash advance from the Bursar?</i>	

13b	Is the trip to be charged to parents? If so, have you obtained authorisation for this?	
14a	Will the children be briefed as to the activities undertaken and expectations? The briefing may need to include: - <i>appropriate clothing and equipment</i> - <i>rendezvous procedures for lost participants</i> - <i>significant hazards</i> - <i>groups for study or supervisory purposes</i> - <i>safety risks of jewellery</i> - <i>a system of recall and action in emergencies</i> - <i>relevance to prior and future learning</i> - <i>agreed codes of conduct and behaviour</i>	
15a	Will the trip leader also brief adults and other helpers? The briefing may need to include: • <i>defining roles and responsibilities</i> • <i>careful supervision, to cover the whole time away</i> • <i>anticipation of hazards and the nature of the programme</i> • <i>standards of children's behaviour expected</i> - <i>regular counting of children</i> - <i>how much help to give to children in any tasks</i> - <i>a list of names of children in groups with medical and dietary requirements and medicines provided</i> - <i>emergency procedures</i>	
16a	Has a named point of contact been identified at TDM or at base in the event of an emergency, who has a list of the group members and a programme of group's activities?	
16b	Are sufficient staff aware of procedures and relevant phone numbers in the event of an emergency?	
17a	Is there adequate time and opportunity to prepare for the visit or activity?	
17b	Have other staff and colleagues whose work may be affected been notified of planned arrangements?	
18a	Have arrangements been considered for appropriate follow-up work, evaluation and contacts after the visit?	
18b	Has a report been provided for the Head and other colleagues, where appropriate, to share positive aspects of the visit and learn from problems or incidents?	
18c	Have the charge sheets been completed?	

This completed checklist should be printed and signed and then passed to the Headmaster for approval and for records.

Trip Leader Name.....

Signed: Trip Leader.....Date.....

Signed: Headmaster.....Date.....

Appendix 2

Risk Assessment Guidelines

Whenever an activity or visit is planned, it is essential that the leader gather all information relating to the potential risks involved, assess these and consider how risks can be reduced.

Where the risk assessment is required for an off-site visit it should be submitted for review along with an EVC form detailing arrangements for the time away from school.

A risk assessment need not be complex, but should be comprehensive and cover all issues. There may be several different parts to the activity to be considered. The following checklist may be helpful in designing the parameters of the activity and/or visit and appraising the suitability of the activity or to re-site the visit.

- What is the destination for the activity or visit?
- What mode of transport will be used?
- What particular activities will be included?
- How many young people will be in the group?
- What are the ages of the young people taking part?
- Do any of the young people have disability or special educational needs?
- Will the activity or visit include overnight stays?
- What is the duration of the visit?
- During what time of year/ season will the activity or visit take place

The following five steps should be followed when conducting a risk assessment. The lists are not necessarily exhaustive.

The school identifies a five-stage process to undertaking a risk assessment:

1. Identify the hazards 2. Analyse the Risk 3. Evaluate the Risk 4. Record and Implement the Findings 5. Review

1. Identify the hazards

- People
Experience, qualifications and competence of staff, Ratio of staff to young people, Volunteers, Requirements of training, Age/fitness/temperament of the young people, needs of individual young people, Young person unable to continue, medical conditions, allergies, illness/injuries, loneworking
- Equipment
Quality of equipment, Safety factors of equipment, manual handling, personal protective equipment
- Materials
Chemical/hazardous products used in activity, flammable materials, exposure to gases
- Environment
Season, weather, time of day, Urban or rural, Inside or outside, gradient, surface hazards, slips/trips/falls, temperature exposure, security/access, parking, vehicle access, noise/vibration, fire risk, communications, location of underground services, risk of drowning, falls from height

2. Analyse the Risk

Having defined the visit and identified the hazards, the next step is to analyse the risk. **The level of risk is severity versus likelihood.** If the likelihood of injury is remote and the severity minor, the activity will be classed as low risk. Conversely, if the likelihood of injury is at least "possible", and that injury might be severe or fatal, the activity is classed as high.

The assessor can assign values for (a) the severity of the hazard (b) the likelihood of the hazard causing an incident, and multiply together to give an overall risk rating:

Hazard Severity	Likelihood of Occurrence
Minor (e.g. discomfort, slight bruising, small cut, sprain, basic first aid needed)	Remote (less than 10% chance of occurring)
Major (e.g. fracture. Incapacitation >3 days)	Improbable (11 to 30% chance)
Severe (e.g. hospitalisation or off school for 1 month)	Possible (31 to 60% chance)
Fatal (e.g. single or multiple)	Probable (61 to 90% chance)
	Likely (91 to 100% chance)

3. Evaluating the Risk

Having assessed the severity and likelihood of each hazard, use the table below to estimate the level of risk for each separate element of the activity or visit, based upon your subjective considerations.

The higher the score the greater the risk which should now be reduced as far as possible.

There is a large degree of subjectivity associated with making this decision but it should be remembered that the law only requires subjective assessments to be made.

	SEVERITY OF INJURY 			
LIKELIHOOD OF INCIDENT OR ACCIDENT	Minor	Major	Severe (critical illness/injury)	Fatal (loss of life)
Likely	MEDIUM	HIGH	HIGH	HIGH
Probable	MEDIUM	HIGH	HIGH	HIGH
Possible 	MEDIUM	MEDIUM	HIGH	HIGH
Improbable	LOW	MEDIUM	MEDIUM	HIGH
Remote	LOW	LOW	MEDIUM	MEDIUM

The school has identified the following treatment of risks depending on the determined risk rating:

Degree of risk	Risk treatment
Low	Risk level Acceptable. Further action not normally required
Moderate	Consideration must be given to where risks can be reduced to a level as low as reasonably practicable, and done where this is possible.

