



# New City Primary School

## Educational Visits Procedures

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### Policy Creation and Review

Author(s)	<b>K Burton</b>
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# New City Primary School

## Standard Operating Procedures for Non-residential Trips

To be used on all occasions when pupils are taken off the school premises.

Procedure: -

- Identify potential place to visit - think ahead at least a half -term
- Talk to Year Leads, SLT and SENDCO to check suitability of proposed trip and to discuss possible issues
- Use New City Trip Checklist - see appendix 1
- Check school diary for suitable dates, avoid clashing with previously booked diary events (remember swimming, SATs etc) If a trip is already planned for the day you are considering try another date. Doubling up on trips has massive staffing implications. Check with EVC before making a booking.
- Book transport - coaches require **at least 5 weeks notice or more**
- TfL require at least 2 weeks' notice for free Tube tickets (Speak to the school office about ordering tickets)
- Ensure you have a first aider on whole class visits and a paediatric first aider is needed when taking children out from EYFS
- Check staffing requirements (through discussion with SENDCO). Our schools agreed staff/child ratios are:-

EY        1:5

KS1      1:8

KS2      1:10

**Please note that staff supporting SEN children on 1:1 are not counted towards ratios. The above ratios are minimum staffing not maximum**

- Pre -visit the proposed site/area - using transport be used on trip where possible
- Fill out a Risk Assessment Form (available from Educational Visits Coordinator) (Appendix 2)
- Return the form and have it acknowledged by EVC at least 2 weeks before the trip electronically to school EVC and the school business manager
- All staff going on the trip should have a copy of the Risk Assessment
- Share mobile phone numbers on day of trip, leaving a copy of the telephone numbers with the office
- A list of children and staff going on the trip should be left with the office

- Ensure someone takes photographs of the visit for the school website and newsletter
- Wristbands will need to be ordered with the school business manager prior to a visit as well as ensuring all pupils are wearing Hi-Vis jackets

### **Residential visits**

All these visits begin with a preliminary visit undertaken by the Visit Leader. The preliminary visit highlights any potential hazards. Visit leaders need to address how to ensure effective supervision of their group regarding:

- Staff
- Transport
- Activity
- Group
- Environment
- Distance

Some hazards to consider regarding the above are;

1. Staff competence
2. Timings
3. The activities undertaken (rock climbing, swimming etc)
4. Individual group needs (SEND, medical, fears, allergies)
5. Knowledge of potential hazards at each location/venue to be visited (city centre, lake, beach, country/coastal walk, farm etc)
6. Getting lost/speaking to adults
7. Changeable factors (weather)
8. Hazards during any 'informal activities' (evening, recreational activities)
9. Accommodation (fire, balconies, security etc)
10. Transport safety

### **Educational Visits – Emergency Procedures**

(In accordance with the L.B Newham EVC guidance 2014). - full copy to be found in the Boleyn Trust Emergency Plan.

A serious accident or incident could be defined as a bone fracture or any other illness or injury requiring medical intervention and /or hospitalisation. A non-medical serious incident could vary from a complete breakdown in transport arrangements to terrorist action or a natural disaster. This may or may not have resulted in a loss of life.

Many visits, such as adventurous activities will, by their very nature, demand detailed emergency arrangements to be in place as the risk of injury or incident is increased.

### **EHC (Emergency Home Contact)**

Part of planning for an educational visit is to establish one or more EHC's. This person or people hold/s a complete copy of all the visit paperwork. Their role is to provide a

single point of contact for the visit leader (or other participant in an emergency) throughout the duration of the visit for updates, advice and guidance and general support. In an emergency this contact plays a vital role in managing the situation at base.

Because this role may necessitate high level decision making it is essential that the EHC:

- Is an employee of the school, setting or service.
- Has sufficient seniority to act on behalf of the headteacher or equivalent and/or senior management.
- Is in the UK during the visit, preferably near the school, setting or service.
- Has sufficient knowledge about the visit and the arrangements and has been briefed in advance by the visit leader.
- Is mature, responsible and able to cope competently and calmly in a crisis.
- Communicates well with others.
- Is sensitive and diplomatic
- Has been fully briefed to know what to do in the event of an emergency.
- Understands that this role can be somewhat restrictive.
- Is available and accessible throughout the duration of the visit.

The EHC should remain in place until contact is received from the visit leader saying that all young people have been returned to the school, setting or service or have been safely returned to the care of their parent/carer or the supervision of another family member or appropriate adult. At this point the EHC can be stood down. Appropriate arrangements should be in place for this to happen.

For information please look at Appendix 3 of the full EVC guidance.

### **Visit Leaders**

Visit leaders must give careful consideration to an emergency plan for the visit so that:

- Leaders and group members know immediately what is required, and can act calmly and efficiently, following a clearly laid-out plan.
- There is less panic and more clarity of thought, allowing for sensible judgements to be made.
- Any casualties are dealt with quickly and effectively. ○ No further accidents or incidents occur. ○ External help is accessed quickly.
- Only essential and factually correct information is passed on, to the right people.
- Parents/carers and other key personnel are informed at the correct time, and by appropriate staff.
- The initial shock and trauma experienced by the rest of the group and staff is kept to a minimum.

- The long-term impact of the incident may be softened for all
- Any later investigation into the incident would clearly demonstrate the preparedness and foresight of leaders and their effective management of the incident.

### **Visit Leaders - procedure to follow.**

Before Visit - ensure that;

- A clear and accurate risk assessment has been completed, acknowledging the known risks and also what could go wrong.
- Identify who is the E.H.C (Emergency Home Contact) in case of a critical incident
- A clear plan on prevention of known risk and what needs to be done in the case of an emergency (critical incident).
- Contingency planning for example, if the vehicle breaks down, if a pupil or member of staff faints en-route.
- Visit leaders are given a briefing about what to do in the case of a critical incident and are given a copy of the accident and emergency procedure flow chart and emergency contact list. - (appendix 3 ).

### **Managing an Emergency on a visit, areas of responsibility.**

In an emergency, the visit leader is the person 'on the ground' who will normally take charge and ensure that emergency procedures are in place and that back up cover is arranged. Clearly other staff who can be expected to support, taking responsibility as designated by the visit leader. For this reason all staff (and volunteers as appropriate) should be expected to familiarise themselves with this document.

It is expected that, owing to their competence (as assessed by the EVC in advance of the visit) visit leaders will control the management of the incident and make other key decisions. Other staff are expected to follow these reasonable management instructions.

NB if the visit leader is a casualty of the incident and unable to assume control it is essential that another adult assumes the leadership role.

#### **a) Taking responsibility**

The visit leader should assess the situation and decide the level of seriousness. If their assessment suggests that additional support is required they should contact the EHC at the earliest opportunity. Once this has been done the visit leader's responsibility is solely for matters at the scene, while other actions and support

become the responsibility of the EHC. As far as possible the visit leader should be able to make one phone call back to base then deal with the incident in situ. The visit leader must keep in touch with the EHC at appropriate intervals so that the flow of communication supports a speedy resolution of the situation.

In line with the Accident and Emergency flow chart, appendix 4, the visit leader should ensure that the following actions are taken;

- Establish the nature and extent of the emergency as quickly as possible.
- Ensure that all the group are accounted for, safe and looked after ○ Administer emergency first aid if required.
- If emergency services are not needed, manage the situation and make a decision whether or not to continue the visit.

**If a more serious incident:**

- Contact the emergency services and the EHC ○ Establish the names of any casualties and get immediate medical attention for them.
- Telephone or send for external assistance (eg ambulance) if required.
- Assign roles and responsibilities, including those of the visit leader so that staff and other adults are appropriately deployed to manage the situation until its resolution. If the group needs to be separated assign a lead adult in each location and maintain regular telephone contact.
- Ensure that adequate supervision is in place for all young people and, if the group is to be separated (e.g. one or more people need hospital treatment) adequate levels of supervision are maintained for all.
- Ensure that an adult (known to the casualty if possible) accompanies casualties to hospital and that contact can be maintained easily with the adult.
- Inform young people as appropriate ensuring that the flow of information is well managed in the best interests of everyone involved.
- Maintain regular communication with the EHC, sharing details and information.
- Monitor accessibility of telephone contact especially in a remote area and reliant on mobile telephone coverage.
- Make notes as soon as possible including all relevant facts and witness details and preserve vital evidence.
- Consider the implications for the rest of the visit and make decisions accordingly in discussion with the EHC.

**Note that:**

- No-one in the group should speak to the media, unless specifically authorised to do so.

- No specific or personal details can be given to the media
- Media enquiries should be referred to the EHC or the Local Authority
- No-one in the group should admit or discuss legal liability with other parties.

For all other procedures please refer to the full Boleyn Trust Emergency Plan.

## Appendix 1

New City Check-list for Non-residential Trips			
Venue of trip			
Provisional date			
Number of children			
Trip and costings agreed with SLT	School Visits Coordinator to sign off trip Date	Contribution from parent?	
Staffing			
SENCO informed?	SENCO initial	Date	
SENCO required on trip?	Yes	No	If yes- member of staff covering PPA
Other whole school staffing considerations			
Minimum adults required (refer to agreed staffing ratios)	Main group	Mini- bus	
Transport			
Needs to be booked by (date)		Member of staff responsible for booking	
Is a minibus required?	Yes	No	
If yes - needs to be booked by (date)		Member of staff responsible for booking	
Risk assessment			
Deadline for carrying out risk assessment (2 weeks before trip)		Member of staff responsible for risk assessment. SENCO must be involved in risk assessment	
First aid provision		Changing provision if required	

<b>Parental contact</b>				
Notification in Newsletter	Yes	No	Date	
Letter home	Yes	No	Date	



## Appendix 2 New City Primary School Risk Assessment Action Plan

This form must be submitted to the School Visits Coordinator for approval at least two weeks before the trip.

**Trip location:-**

**Learning objectives:**

**Date :**

**Time of leaving:**

**Time of return:**

**Trip Leader:**

**Other staff:**

**Children including numbers, pupils with needs, medical information:**

**First aid arrangements:**

**Contact telephone numbers:**

Activity /hazard	Risk (H/M/L)	Action	Alternative action – Plan B

**Signed Trip Leader:**

**Signed School Visits Coordinator:**

**Date:**

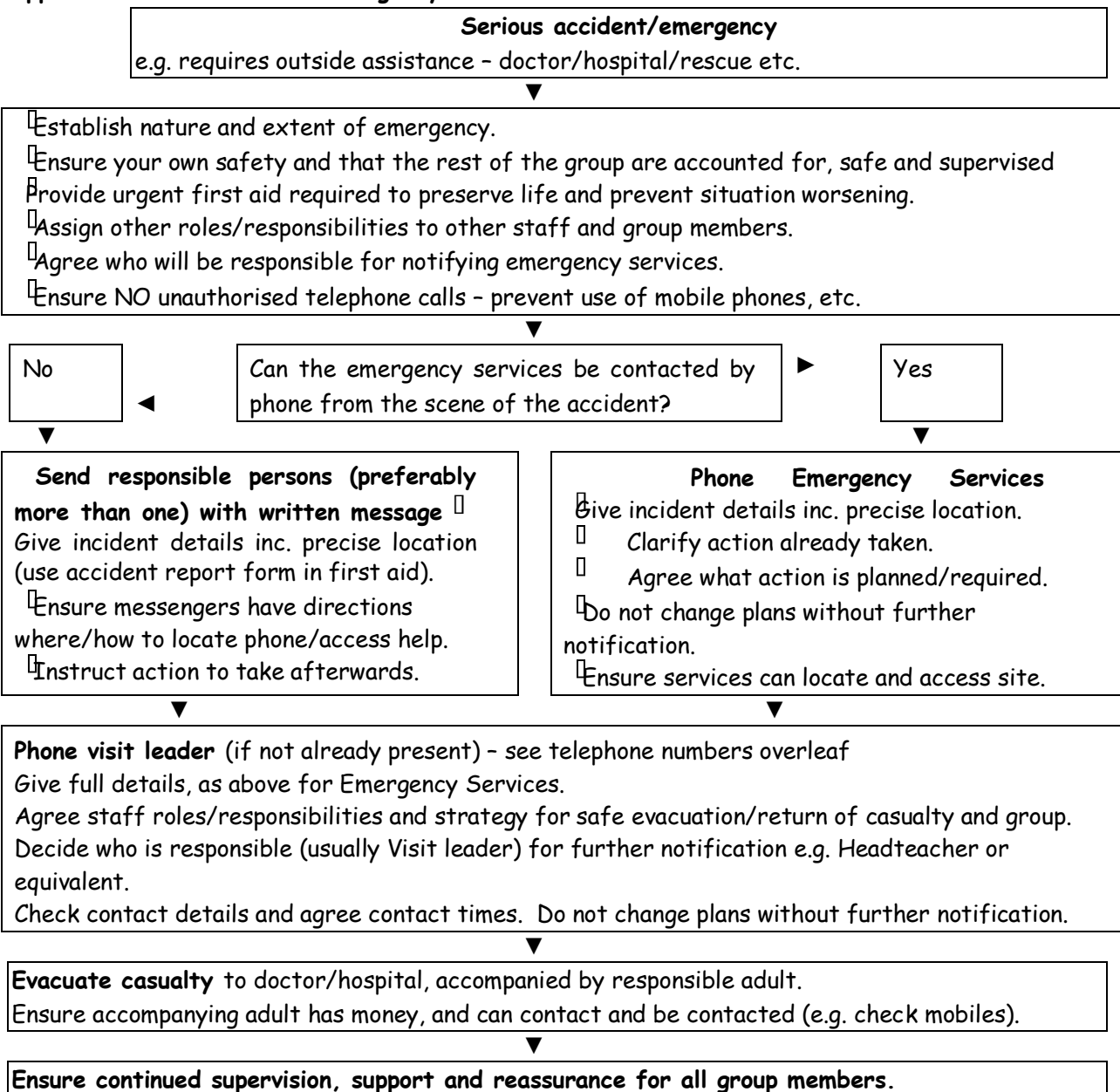
**Evaluation of trip :**

**Signed :**

**Date:**



### Appendix 3 - Accident and Emergency Flow chart. - Educational Visits.



Abort activity if appropriate, and return to base with rest of group.



**Do not allow anyone in the group to contact or give statements to the Media**

Do not divulge name of casualty.

Do not give interviews/statements - refer all enquiries to the Press Office



**The visit leader (or delegate) should notify the following a.s.a.p.** (in an order appropriate to the circumstances - keep a record of the time contact is made):

Other leaders involved on the visit

Emergency home contact(s)

Headteacher (or equivalent) (or Deputy, if not available)

The manager of the accommodation base (if applicable)

Tour operator/ reps (especially if abroad)

Insurance company (especially if abroad)

This policy links with the following:

Health & Safety Policy 2023

Safeguarding Policy 2023

SEND Inclusion Policy 2023

