

COPPICE PRIMARY SCHOOL

Educational Trips Policy

Date	Review Date	Endorsed by	Approved by	Link Governor
Feb 2024	Feb 2026	FGB	Governing Body	Tosin Asaolu

Aspire, Believe & Achieve











Policy last reviewed: February 2024

Policy written by: Michael Fernandez

Coppice Primary School – Educational Trip Policy

Introduction

We at Coppice Primary School encourage educational visits as we believe they offer an invaluable opportunity to enrich young peoples' learning, raise their self-esteem, increase their motivation and appetite for learning and raise levels of achievement in many aspects of their life and education.

An educational visit could be a short term visit in the local community, a day visit further afield, a visit lasting several days at a residential educational centre or an educational visit involving overseas travel.

We will ensure that we comply with all Department for Education (DfE) and Local Authority (LA) documentation before any educational visit is authorised and all precautions are taken to ensure pupils' safety.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

Aims of this policy

- To provide a clear and coherent structure for planning and carrying out educational visits in order to enhance the curricular and recreational opportunities for pupils.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body will:

- Appoint a member of staff to be the Coordinator for Educational Visits.
- When necessary, be consulted and give permission for school trips.
- Responsibility to ensure:
    - The school complies with all health and safety regulations and procedures;
    - All risk assessments are in place;
    - Emergency plans are in place;
    - Insurance cover is in place;
    - Adequate supervision is in place;
    - The needs of all pupils are catered for
    - Delegated powers and responsibilities to the Head of School to ensure all school personnel and visitors to the school are aware of and comply with this policy;
    - Responsibility for ensuring that the school complies with all equalities legislation;
    - Nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
    - Responsibility for ensuring funding is in place to support this policy;
    - Responsibility for ensuring this policy and all policies are maintained and updated regularly;
    - Responsibility for ensuring policies are made available to parents;
    - Nominated a link governor to visit the school regularly, to liaise with the Head of School and the coordinator and to report back to the Governing Body;

- Responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Link Governor

The Link Governor will:

- Work closely with the Head of School and the coordinator;
- Ensure this policy and other linked policies are up to date;
- Ensure that everyone connected with the school is aware of this policy;
- Report to the Governing Body every term;
- Annually report to the Governing Body on the success and development of this policy

Role of the Head of School

The Head of School will:

- Ensure all school personnel, pupils and parents are aware of and comply with this policy;
- Work closely with the link governor and coordinator;
- Provide leadership and vision in respect of equality;
- Provide guidance, support and training to all staff;
- Be responsible for the sanctioning and authorising of all educational visits whatever the duration or purpose;
- Ensure that the Educational Visit Coordinator and Party Leaders have appropriate training and are sufficiently competent, experienced and qualified;
- Ensure all volunteer helpers/supervisors are subjected to a DBS check before they take part in an educational visit if they are going to be volunteering their support on a regular basis
- Ensure all accidents and emergencies are dealt with and reported;
- Monitor the effectiveness of this policy;
- Annually report to the Governing Body on the success and development of this policy.

Role of the Educational Visit Coordinator

The Educational Visit Coordinator will:

- Be competent, experienced and qualified to undertake the role;
- Undertake appropriate training in:
    - Organising and supervising educational visits;
    - Risk assessments;
    - Emergency procedures;
    - Medical and first aid;
    - Outdoor activities;
- Write and update the trip policy, trip procedure and parents agreement when necessary;
- Work closely with SLT to ensure all risk assessments have been approved before trips go ahead;
- Work closely with the Head of School and link governor;
- Provide guidance and support to all staff;
- Ensure all new staff understand the trip procedure;
- Keep up to date with new developments and resources;

Role of Trip Leaders/Classroom Teachers

Trip leaders/class teachers will complete the following **before any visit is authorised** in line with or Trips Procedures timeline *(See Appendix for all relevant documents)*:

- A yearly trip overview grid (this should be distribute to parents at the beginning of the academic year);
- Confirm which pupils are allowed to be photographed.
- Ensure any necessary Adult: Pupil ratios are met;
- Follow the schools 'Procedure for Book a Trip' *(See Appendix) which includes:*
    - The office to book travel at least 3 weeks before;
    - Complete a pre-visit and write a Risk Assessment(s) at least 3 weeks before;
    - Write and send parent consent forms out at least 2 weeks before;
    - Arrange and run a parents meeting two days prior to the trip.
    - Ensure that parent volunteers are never left unattended with a group of children and are always within eyesight of a school member of staff

Trip leaders/class teachers will complete and ensure the following takes place **on the day of the trip** *(See Appendix for all relevant documents)*:

- Offsite form;
- Collect any relevant medication, high-vis jackets and first aid kits;
- Hand out risk assessments to other supervising adults Ensure all parent helpers have been guided through and have signed the school's Parent Agreement.

Role of Other Supervising Adults

The trip leader/class teacher will ensure that all supervising adults are:

- Trained in supervisory procedures for educational visits;
- Allocated a group of named pupils;
- Given any relevant pupil information, such as medical details, if they have permission to be photographed;
- Given a copy of the risk assessment;
- Implement the school's equalities policy and schemes;
- Report and deal with all incidents of safeguarding and/or discrimination;
- Report any concerns they have on any aspect of the school community.

Role of Supporting Parents/Carers

The trip leader/class teacher will ensure that all supporting parents are:

- Following the rules as agreed through signing the Parent/Carer Trip Support Agreement *(See Appendix)*.

Risk Assessment Procedures

Risk Assessments will be completed on preliminary site visits and will cover:

- What are the hazards/issues?
- How will the group will travel to the location of the trip?
- Who might be affected by them?
- What safety measures are needed to reduce risks to an acceptable level?
- Can the party leader put the safety measures in place?
- What steps will be taken in an emergency?

We will also use or adapt risk assessments that have been produced by venues who provide instructor led activities alongside the school's own.

Accidents and Emergencies

The trip leader/class teacher will:

- Use own judgement to deal with any new situation that arises;
- Be in charge of all accidents and emergencies;
- Report and record all accidents and emergencies;
- Make contact with school if necessary;
- Deal with any reports or interviews to the media.

Recommended Adult Pupil Ratios

We will use the following adult pupil ratios for visits within the school day not involving travel outside Greater London and not involving adventurous activities, and travel outside of London that do not involve an overnight stay, travel by air or sea or adventurous activities:

Early Years	Y1 to Y3	Y4 to Y6
1:3	1:8	1:15

We will use the following adult pupil ratios for residential visits, overseas visits and visits involving adventurous activities:

Y1 to Y3	Y4 to Y6
1:4	1:10

Medical and First Aid

The trip leader/class teacher will ensure:

- Staff are trained in first aid;
- Supervisory adults are aware of all medical and first aid arrangements and procedures;
- The medical information and any medication of all pupils are in place;
- Parent consent forms are in place;
- Pupil medications are in place and secure;
- Parents are contacted if their child is injured.

Authorisation of Educational Visits

Role of SLT

SLT will:

- Authorise all short term or day educational visits;
- Seek the approval of the Governing Body and the Local Authority for a residential visit.

Role of Parents

Parents will:

- Be informed of all educational visits by the school and will be given full detailed information of the visit;
- Provide all relevant medical information and up-to-date contact details for their child;
- Complete a standard parental consent form before their child attends an educational visit;
- Attend all planning and information meetings held by the school before any trip;
- Be subjected to a Disclosure and Barring Service criminal records check if they are going to be supporting on a regular basis
- Undertake training in the above role;
- Be allocated named pupils during the visit;
- Support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

Role of Pupils

Pupils will:

- Be aware of and comply with this policy;
- Abide by the ground rules and the standards of behaviour for the educational visit;
- Know which adult is responsible for them;
- Look after their possessions and spending money;
- Listen carefully to all instructions given by the teacher or volunteer;
- Participate in any workshops;
- Follow the school's behaviour policy;
- Wear appropriate clothing for an educational visit or school uniform.

Planning & Information Meetings

Parents will be invited to attend a planning and information meeting before any residential or overseas visit takes place.

At this meeting parents will be informed of the following:

- The name of the group leader;
- The names of the deputy leader and other staff;
- The ratio of pupils to adults;
- The dates and time of departure and return;
- The full contact details of the destination;
- The methods of travel;
- The name of the coach firm/travel company;
- The itinerary of the educational visit and of the activities planned;
- The total cost;
- The date when the deposit needs to be paid and when the final travel cost has to be paid;
- Insurance arrangements;
- Pupil medical and dietary information;
- Checklist of clothing and other essentials;
- Checklist of equipment;
- Details and advice of pupil pocket money;
- Ground rules for the visit.

Financial and Travel Arrangements

The school office will:

- Act as 'treasurer' and will collect all monies from parents/carers and will pay all bills;
- Organise all transport arrangements and dealing with reputable travel firms.

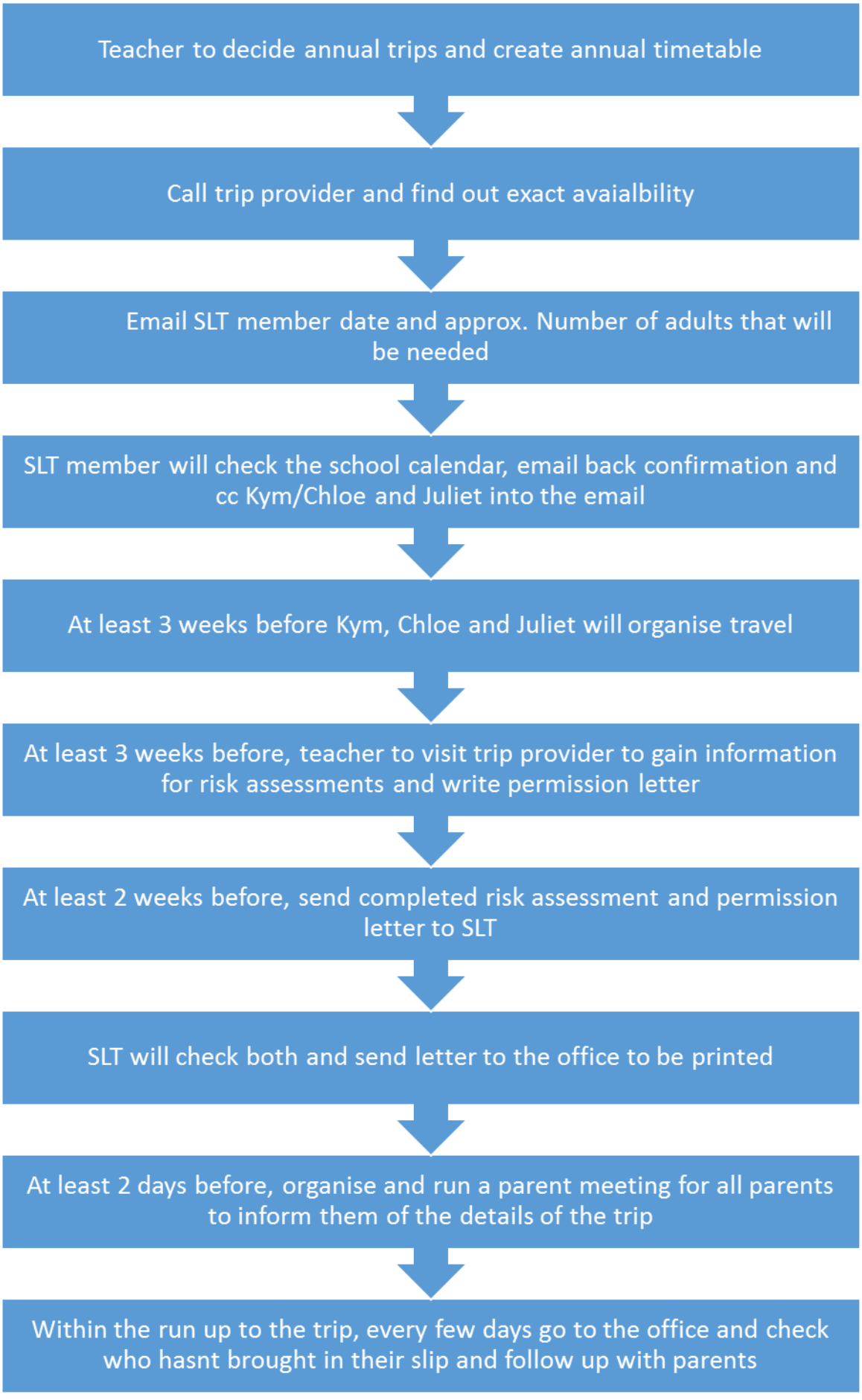
Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Appendix

Procedure for Booking a Trip



Note: Teacher should on the day

- Annotate a risk assessment if needed
- Complete off site form and give into office as leaving
- Brief parents and have them sign parental agreement (parents need to go to office after dropping of child and sign out at the end of the day)
- First aider to collect medical pack 10 minutes before

COPPICE PRIMARY SCHOOL
OFF SITE FORMS

TO BE COMPLETED AND RETURNED TO THE SCHOOL OFFICE BEFORE YOU LEAVE

NAME OF VISIT	
DATE	
TEACHERS NAME	
CLASS	
TEACHERS CONTACT NUMBER AND ONE OTHER ACOMPANYING ADULT	
FIRST AIDER **MEDICATION FOR CHILDREN**	

ADULT HELPERS		
CHILDREN NOT ATTENDING	**ABSENT FROM SCHOOL**	**STAYING IN SCHOOL – PLEASE STATE WHICH CLASS YOUR CHILD HAS BEEN PUT INTO**

Parent/Carer Trip Support Agreement

Thank you very much for your support and we hope you enjoy the trip. There are, however, certain procedures that must be adhered to for the safety of the children and the adults on the trip.

Please ensure you carefully read the following and sign to agree:

Parents, and other helpers, will:

- Turn **mobile phones on silent** and **not use them at any time** during the trip, unless agreed with the group leader.
- **Not escort any children (or child) to the toilet unsupervised,** unless a DBS has been verified by our office staff prior to the trip.
- **Not be left solely in charge and/or on their own with a group**.
- **Not take any photographs**.
- **Not administer medication or first aid**. Please ensure you know who the dedicated first aider is on your trip.
- **Not use their own money to purchase goods** for any child on the trip.
- **Remain with the group at all times**, unless agreed with the group leader.
- **Not smoke** during the trip.
- **Model good use of language and behaviour**; swearing is not permitted in front of the children.

Parents or other helpers should abide by confidentiality rules and respect the private nature of sensitive discussions and information. Parents and any other helpers must not talk about children to anyone other than the class teachers, member of the senior leadership team or the Designated Safeguarding Lead – Ashley Witherington

In the event of an emergency:

- The group leader will have sole responsibility for contacting the emergency services, the school and/or parents. No other phone calls will be made by any other member of the trip team unless asked to do so by the group leader.
- All will follow the instructions given by the group leader or first aider and will act to promote the safety welfare of all children and adults.

Name of helper: ……

Trip supporting: …… Date: ……..

I have received information regarding my role and understand my responsibilities.

Signature: ……

ESRA – Event Specific Risk Assessment

Visit Details: **Pre-visit assessment carried out by:** **Date:** **Date of Trip:**

Parent briefing:

Adults Attending	Class	Position	Cover	Contact Number

Before leaving		Check (tick)
Teacher to complete off site visit form		
Check all chn have permission slips		

ESRA – Event Specific Risk Assessment

Check parent volunteers have signed form				
Check all chn have a hi-vis jacket				
Issue	**How to manage it**	**Who to be informed?**		
		Parents	**staff**	**pupils**
Travelling to Hainault Station using the 150/247 bus	Children will leave/return to school in an orderly manner. They will be counted on and off the bus by class teacher. As they leave the bus they should be directed to a safe waiting area and meet with their group leader.	√	√	√
Hainault Station Platform 2/3 to Central line train up to St Paul's (14 stops)	Group leader to contact member of the underground (where possible) to ensure smooth transition to platform, children to keep well back from the platform edge and stay with the adult. Children to board train only when instructed by an adult. Children to be informed of the station we will be disembarking at prior to their arrival. Each adult to make sure child in their group is in front of them. Children to be told to wait at the next station if the doors close. Head count on and off the trains. Children should (where possible) be seated otherwise ensure all children are able to hold onto a safety rail. CT to check with adults on the platform that each adult has their group. If not then school adult to go to the next station and meet child who should have disembarked. CT to make station staff aware and lead group up into a safe waiting area.	√	√	√
Comportment on the tube.	Children to remain seated on the tube (where possible) and an adult will remain with the group at all times. Adults will instruct the children where to stand on the platform and will leave the tube last ensuring that children in their group are safely on/off. If the gap is large, the adult will assist the children off the trains. Head count on and off the trains in groups. If there is no seating available children should hold on tightly to the rail. Where possible the station guard should call ahead to St Paul's to tell them to	√	√	√

ESRA – Event Specific Risk Assessment

	hold the train for a longer period of time.			
Escalators	Chn to stand single file on the escalator ensure those children with mobility difficulties go on the escalator with an adult to ensure they get on and off without tripping over. Remind children to concentrate at the top of an escalator so they do not trip when stepping off. Due to escalator works there is no down escalator on the return journey from St. Paul's. Stairs are to be used and children must hold hand rail.	√	√	√
Exiting the station and walk to museum	Once through exit barriers, head to exit 1. The turn left up the stairs onto St Martins Le Grand. Head straight with Tesco express on your right. Cross Gresham Street (a small side street). Continue to walk. Opposite Pret is an escalator and lift which take you up to the pedestrian walk way for the museum of London. Once at the top of the escalator walk across the walkway and turn right towards the entrance. The guide will meet you at the foyer and guide you to toilets (behind reception desk on the right) and the coat/bag area.	√	√	√
Arrival at Museum of London	The guide will meet you at the foyer and guide you to toilets (behind reception desk on the right) and the coat/bag area.	√	√	√
Conduct during the session	All chn to follow normal behaviour rules. Session times: 10:00 10:30 Arrival Time Main Foyer 10:30 11:00 Self-Directed Learning War, Plague & Fire 11:30 12:00 Lunch Table 17 11:30 12:00 Lunch Table 18 11:30 12:00 Lunch Table 19 11:30 12:00 Lunch Table 20 Booking reference: 21411		√	√

ESRA – Event Specific Risk Assessment

Lunch arrangements	Lunch room booked 11:30 - 12:00 All chn to have a healthy packed lunch with one treat for trip days. Chn should not have fizzy drinks or sweets. Chn should have a nut free lunch and are encouraged not to swap snacks due to allergies in the class. Lunch will be eaten in the lunch room – fire exits to be noted by class teacher on arrival.	√	√	√
Emergency	First aid assessment. Leader contact emergency services if necessary, then school office First aid kits to be brought. Asthma pumps for named chn below.	√	√	
Pre-existing health concerns	Asthma pumps to be taken, if required and will be carried by the first aider. Those chn should be in a first aider's group at all times. No chn should have nuts in their lunch as we are a nut free school.	√	√	√
Children needing the toilet	All children to use the toilet before leaving the school. Toilets are available at the museum. Children to be accompanied by staff members. Boys and girls to use separate toilets.		√	√

Conduct	Children are not to touch objects, shout, run, eat, drink (apart from water) in the actual museum unless in a designated lunch area. Students to have adult supervision at all times. They are not permitted to walk around unaccompanied.	√	√	√
What if…	If a child becomes agitated during the duration of the trip. Group Lead to intervene and calm situation with behaviour strategies and techniques Contact MFz at school if child needs to be removed from activity and is a danger to themselves or others or is preventing the remaining children accessing their activity. If child is not co-operating with leaving the	√	√	√

ESRA – Event Specific Risk Assessment

A child presents unruly behaviour	museum try the tactic of 'leaving them behind' in hope that they follow keeping an eye on them. Ensure all adults are briefed about this type of intervention.			
What if… A child is unwell/has an accident	Teacher to contact school and keep school informed. Class TA to stay with child at all times. Groups to merge and go back to school.	√	√	√
What if… A parent falls unwell	Call for medical assistance at station or museum. Call school to inform their or next of kin. Groups to merge (one child to join each group) ambulance to escort to hospital and take over situation. Trip to continue if possible or head back to school.			
Add Medical Needs of Individual children		√	√	√

You must also ensure that appropriate persons are aware of any Generic procedures, but these do not need to be repeated here.

The activity must only take place if the residual risk following implementation of control measures is deemed to be 'low'.

EVC signature/date……..

Class Teacher signature/date……..