



**Educational Visits**

**November 2024**



**Introduction**

The staff at Greenfields School firmly believe that children can derive a good deal of both educational and social benefit from taking part in off-site field trips with school.

In particular:

1. They have the opportunity to undergo experiences not available in the classroom.
2. Field trips help develop a child’s investigative skills.
3. Longer visits encourage greater independence.
4. Educational visits help to bring areas studied to life and inspire learning.

This document aims to highlight

1. The importance and value placed on education outside the classroom.
2. Responsibilities for visits and the legal framework.
3. Planning and risk assessment.
4. Supervision requirements.
5. Preparation.
6. Emergency procedures.
7. Model forms.

#### Education outside the Classroom

The staff at Greenfields School see educational visits as an important part of their work in covering a broad and balanced curriculum. Visits can be made to begin a topic and therefore encourage interest and enthusiasm. They can also be used to focus on certain areas being studied or to inspire further learning. Due to this commitment, field trips are built into as many of the areas studied as possible.

#### Responsibility and Legal Framework

Most school visits take place without incident and this clearly shows the high level of safety awareness teachers are demonstrating. Good planning and attention to safety measures is vital when planning a visit. Under the Health and Safety at Work Act 1974, employers are responsible for the health, safety and welfare at work of their employees. Employers are also under a duty to ensure, so far as is reasonably practicable, the health and safety of anyone else on the premises or anyone who may be affected by their activities. This includes participants in off-site visits.

Therefore this document has been written to provide guidelines when taking children off the school premises.

The head teacher should ensure that visits comply with regulations and guidelines provided by the trustees and the school’s own health and safety policy. The head teacher should ensure the group leader is competent to monitor the risks throughout the visit.

The group leader will have overall responsibility for the supervision and conduct of the visit.

The group leader should:

1. Obtain the head teacher’s agreement prior to any off site visit.
2. Follow the Educational Visit guidelines.
3. Be aware of the child protection issues.
4. Ensure that adequate first aid provision will be available.
5. Undertake and complete the planning and preparation of the visit including the briefing of group members.
6. Undertake and complete the risk assessment (see Risk Assessment Appendix 1).
7. Ensure teacher and other supervisors are fully aware of what the proposed visit involves.
8. Ensure ratio of supervisors to pupils is appropriate to the needs of the group.
9. Have enough information on the children proposed for the visit to assess their suitability.
10. Consider cancelling the visit if the risk to health or safety of the pupils is unacceptable and have in place procedures for such an eventuality.
11. Ensure that group supervisors have details of the school contact.
12. Ensure that group supervisors and the school contact have a copy of the emergency procedures.
13. Ensure that group teachers have details of children’s special educational or medical needs which will be necessary for them to carry out their tasks effectively.

#### Planning

The group leader or teacher organising the visit will do the detailed planning of the visit. Before this takes place, the visit and its implications, should be discussed in the Teacher/Team leader meetings in order to think clinically and therapeutically. Once the residential and school teams have had time to think about the visit the teacher should undertake the detailed planning. This will include:

1. Risk assessment.
2. Exploratory visit.
3. Equipment.
4. Staff training.
5. Transport.
6. Insurance.
7. Information to the provider.
8. Communication of arrangements.
9. Supervision ratio.
10. Contingency measures.
11. Information to carers.
12. Preparing pupils.
13. Emergency arrangements.
14. Arrangements for sending children home early.
15. Financial planning.
16. First aid arrangements.

#### Supervision Requirements

It is important to have a high enough ratio of adult supervisors to pupils for any visit. Factors to take into consideration include:

1. Sex, age and ability of group.
2. Pupils with special educational or medical needs.
3. Nature of activities.
4. Experience of adults in off-site supervision.
5. Duration and nature of the journey.
6. Type of any accommodation.
7. Competence of staff, both general and on specific activities.
8. Requirements of organisation/location to be visited.
9. Competence and behaviour of pupils.

10. First aid cover.

Once the comprehensive planning has been completed this should be presented to the residential staff to ensure that all eventualities are covered.

Greenfields School recognises that children attending the school need a high staff/child ratio due to the emotional and behavioural difficulties and this is reflected in a ratio of 1:2 at best and 1:1 in terms of need so residential staff may be required to support children on visits.

All supervisors should carry a list of all pupils and adults involved in the visit at all times. Pupils should be easily identifiable; therefore the wearing of school uniform is to be recommended wherever practicable.

#### Preparation

The preparation before a school visit is an extremely important part of the process and will include:

1. Preparation of children.
2. Preparation of supervisors.
3. Planning and risk assessment.
4. Monitoring visit.
5. Transport.
6. Medical considerations.

#### Emergency Procedures

Teachers in charge of pupils during a visit have a duty of care to make sure that the pupils are safe and healthy. They also have a common law duty to act as a reasonably prudent parent would. Teachers should not hesitate to act in an emergency and to take life saving action in an extreme situation. If an accident happens priorities are to:

1. Assess the situation
2. Safeguard the uninjured members of the group.
3. Attend the casualty.
4. Inform emergency services and everyone who needs to know of the incident.

This document has been based on the Health & Safety of Pupils on Educational Visits document produced by the Department for Education and Skills.