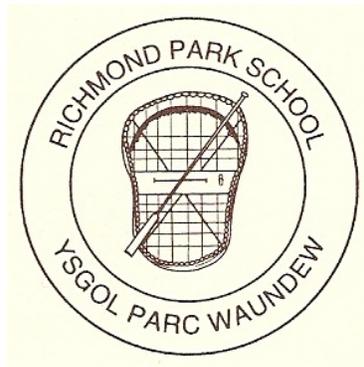


# **RICHMOND PARK PRIMARY SCHOOL**

## **YSGOL PARC WAUNDEW**



## **Educational Visits Policy**

<b>Date of Policy</b>	<b>October 2017</b>
<b>Date to be Reviewed:</b>	<b>October 2019</b>
<b>Approved at Governor's Meeting Dated:</b>	
<b>Signed by Chair of Governors:</b>	

## Context

This policy is written in line with the DfES Good Practice Guide *Health and Safety of Pupils on Educational Visit and our* LEA guidelines. The recommendations made in those documents are reflected in this policy.

We believe that educational visits are an integral part of the entitlement of every pupil to an effective and balanced curriculum. Appropriately planned visits are known to enhance learning and improve attainment, and so form a key part of what makes Richmond Park Primary School a supportive and effective learning environment. The benefits to pupils of taking part in visits and learning outside the classroom include, but are not limited to:

- Improvements in their ability to cope with change.
- Increased critical curiosity and resilience.
- Opportunities for meaning making, creativity, developing learning relationships and practicing strategic awareness.
- Increased levels of trust and opportunities to examine the concept of trust (us in them, them in us, them in themselves, them in each other).
- Improved achievement and attainment across a range of curricular subjects. Pupils are active participants not passive consumers, and a wide range of learning styles can flourish.
- Enhanced opportunities for 'real world' 'learning in context' and the development of the social and emotional aspects of intelligence.
- Increased risk management skills through opportunities for involvement in practical risk-benefit decisions in a range of contexts. ie. encouraging pupils to become more risk aware as opposed to risk averse.
- Greater sense of personal responsibility.
- Possibilities for genuine team working including enhanced communication skills.
- Improved environmental appreciation, knowledge, awareness and understanding of a variety of environments.
- Improved awareness and knowledge of the importance and practices of sustainability.
- Physical skill acquisition and the development of a fit and healthy lifestyle.

Visits are not taken in isolation. The pupils are well prepared for the visit and, subsequently, put the experience to good effect. The visit is well planned by the class teacher/leader with the safety and welfare of the children of paramount importance.

Teachers who plan a day or residential visit are classed as the group leader and, as such, have responsibility to make sure the visit is properly organised. The arrangements and procedures ensure the well-being and safety of all on the visit.

All classes are encouraged to attend an educational visit at least once each half term to engage the children fully in their topics and receive a 'real world' learning experience to bring that topic to life. A list of recommended educational visits for these topics is available on the HWB website.

The Headteacher bears ultimate responsibility for educational visits; all staff liaise with the Headteacher concerning the arrangements and follow the guidelines in this policy.

## Application

Any visit that leaves the school grounds is covered by this policy, whether as part of the curriculum, during school time, or outside the normal school day.

In addition to this Educational Visits Policy, Richmond Park Primary School:

- Adopts the All Wales Guidance 2010: '**Educational Visits – A safety guide for learning outside the classroom**' (All staff have access to this document via the EVOLVE website).
- Uses EVOLVE, the web-based planning, notification, approval, monitoring and communication system for off-site activities.

All staff are required to plan and execute visits in line with this school policy, Local Authority policy, and National Guidelines. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

## **General Information**

Early planning is essential for any visit. Plans for residential visits should be formulated approximately twelve months in advance (e.g. choosing a location, booking a date) and, for one-day visits, approximately one month ahead in order to provide parents with suitable notice to take their children on any pre-visits, save money for any voluntary contributions, etc.

All visits and activities off the school site are approved by the Head Teacher and EVC (Educational Visits Co-ordinator), who are kept fully informed throughout the planning stages. An outdoor/adventure activity should be within the ability of the children participating and the accompanying staff.

## **Risk Assessments**

Each visit planned must have an appropriate, up to date risk assessment that is submitted to the Headteacher/EVC one week prior to the visit (for visits within the school learning area) through the EVOLVE website. This could also include a specific risk assessment for the establishment, as well as risk assessments for travel procedures.

Risk assessments for residential visits should be sent to the Headteacher/EVC a month before the visit is due to take place. This is to carry out internal checks of the paperwork before submitting for final approval from the LEA. The Headteacher/EVC informs the LEA as appropriate (e.g. for residential and overseas visits).

Risk assessments should be shared with any adult going on the trip. An example generic risk assessment can be seen in Appendix 1.

## **Types of Visit & Approval**

There are three 'types' of visit:

1. Visits/activities within the 'School Learning Area' that are part of the normal curriculum and take place during the normal school day. These are noted on the consent form sent to parents when their pupil starts the school and could include the local park, church, etc. These visits do not require further parental consent, although notice will usually be given to parents / carers (either electronically or by letter). These types of visits will still have a risk assessment created, submitted and approved via EVOLVE.
2. Other non-residential visits within the UK that do not involve an adventurous activity, e.g. visits to museums, farms, theme parks, theatres, etc. These are entered on EVOLVE by the visit leader and submitted to the EVC for checking. The EVC then submits to the Head for approval.
3. Visits that are overseas, residential, or involve an adventurous activity. These follow 2 (above), but the Head then submits the visit to the LA for approval.

Outdoor activity centres, for example, Pendine, Borfa House, Dan y Coed, must be licensed under the provision of the *Activity Centres (Young Persons Safety) Act 1995*, and the associated *Adventure Activities Licensing Regulations 1996*. The contractual implications of using any outside bodies must be identified and confirmed in writing: the substance of any telephone calls should be logged.

It is vital that information concerning staff qualifications, equipment to be used and safety procedures to be followed, are obtained in writing from any of the bodies that will be concerned with the teaching of risky or high-risk activities to children, to ensure that these fall within the guidelines. Similarly, written confirmation is sought about the criminal background and medical fitness of all staff who will have substantial access to, or contact with, the children.

All visit forms must be signed by EVC/Headteacher and LA (if needed) before the visit and a copy of all forms and relevant paper work should be put in the EVC's file or on EVOLVE. All staff attending the visit must be aware of all information on the risk assessment and carry a copy of the paper work if necessary.

## Roles and responsibilities

**Visit leaders** are responsible for the planning and risk assessments (including obtaining risk assessments from the establishment they're visiting) of their visits, and for entering these on EVOLVE. They should obtain outline permission for a visit from the Head Teacher or EVC prior to planning, and before making any commitments. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements, and should seek advice from the EVC where necessary. One or more meetings of all those involved are held to formalise the administration and organisation of the visit. Specific duties, and the names of the pupils for whom each person is responsible, are identified.

**The Educational Visits Coordinator (EVC)** is Helen Davies, who will support and challenge colleagues over visits and learning outside the classroom activities. The EVC is the first point of contact for advice on visit related matters, and will check final visit plans on EVOLVE before submitting them to the Head. The EVC sets up and manages the staff accounts on EVOLVE, and uploads generic school documents, etc.

**The Headteacher** has responsibility for authorising all visits and for submitting those that are overseas, residential or adventurous to the LA for approval. The Headteacher will ensure that the policy is updated and that staff comply with the policy. The Headteacher will provide refresher training on the EVOLVE website and requirements from the policy to staff on an annual basis, as well as ensure the EVC receives appropriate training when required.

**The Governing Body's** role is that of a 'critical friend'. They have an understanding of how outdoor learning, off-site activities and visits support a wide range of outcomes for children and young people. Their role is to monitor policies and procedures, promote inclusion and ensure that an appropriate EVC is in role. Individual governors may be given 'read-only' access to EVOLVE to assist them in these tasks.

**The Local Authority** is responsible for the final approval (via EVOLVE) of all visits that are either overseas, residential, and/or involve an adventurous activity.

## Preliminary Visit

For a residential visit or before travelling abroad, an exploratory visit is made by the teacher/leader of the group, particularly if it is the first time the school is to visit that establishment. This is to acquire knowledge at first hand:

- that the venue is suitable
- that the venue can cater for the needs of pupils and staff
- to assess potential areas and levels of risk, completing a Risk Assessment Form
- to be given to the Headteacher/EVC
- to become familiar with the area before taking the children
- to obtain information concerning staff qualifications and licences
- to ensure the centre is licensed in accordance with *Activity Centres (Young Persons Safety) Act 1995*.

In the cases of LEA Outdoor Education Centres, the dangers of an area are well known to the local specialist staff. In such cases, a preliminary visit is not always necessary.

If it is not possible to make a preliminary visit, every endeavour is made to acquire information about the accommodation and the area, before the visit. Richmond Park Primary School contacts another school, which has already visited that area, for that purpose.

If a preliminary visit has not taken place, as a matter of priority when the party arrives, a member of staff inspects the accommodation and any areas where there might be dangers or potential hazards.

## Adult/Pupil Ratios

The adult:pupil ratio recommended by the 'All Wales Guidance for Educational Visits' are set below:

<b>General off-site visits ratios</b>			
<b>Activity</b>	<b>Age of young people</b>	<b>Staff: young person ratios- typical range</b> NB actual ratios must be determined by a process of risk assessment	<b>Leader competence</b>
Local visits and visits to normal countryside	Nursery	1: 2-4	Previous experience and approved by Head/EVC
	Reception	1: 4-6	
	Years 1-3	1: 6-10	
	Years 4-6	1: 10-15	
	Special education	1: 6-10	
Residential visits and visits abroad	Years 4-6	1: 8-10	As above
	Special education	1: 5-8	
Swimming in public pools (with lifeguard)	Years 1-3	1: 5-8	As above
	Years 4-6	1: 10-12	

All endeavours should be made to ensure the school complies with these ratios, e.g. requesting parent/volunteer support where appropriate.

## Planning an educational visit

Visit Leader: This person is

responsible for asking the Headteacher for permission for any educational visit they are planning to undertake with their class, as well as checking the school diary with the Headteacher for suitability for the date. The visit leader should ask the office staff to book and cost the trip when available, before completing a risk assessment and drafting the letter to parents themselves. The Headteacher must approve the letter before it is sent to parents. Visit leaders must give due regard to the ratio of adults to children, as written within this policy. All adults making up the trip's adult to pupil ratio must be school staff on our employee list, or in exceptional circumstances, a known supply teacher. All non-staff adults attending the trip may support groups but must not be left in sole charge of any children. All adults must be aware of their role and responsibility by the visit leader. Contact details of all members of staff attending should be left in the office and/or given to the Headteacher. Likewise, the visit leader should also ensure that they have the school and Headteacher's number available to them during the visit. If a teacher is absent and a supply teacher is replacing them, it is preferable that another teacher go on the trip instead of the supply teacher.

The Admin Assistant should confirm the booking of the visit and transport (if required) with the EVC leader/Headteacher. The Admin Assistant should also confirm the booking of the visit on the school website calendar as soon as the visit is confirmed.

No less than a week before the visit date, the visit leader is required to submit the EVOLVE risk assessment to the EVC (a month before if it is a residential visit). Risk assessments must contain names of children with specific needs, the names of all accompanying adults and the number of parent helpers who have confirmed their attendance. Where a new venue is being visited, a 'recce' visit should be carried out by the visit leader if possible.

The EVC should check that the risk assessments are fully completed to the required standard. The EVC should communicate via EVOLVE with the visit leader about any discrepancies found within the risk assessment and visit submission. The EVC will pass these on to the Head Teacher for approval.

## **Staff Competence**

We recognise that staff competence is the single most important factor in the safe management of visits, and so we support staff in developing their competence in the following ways:

- An apprenticeship system, where staff new to visits assist and work alongside experienced visit leaders before taking on a leadership role.
- Supervision by senior staff on some educational visits.
- Support for staff to attend training courses relevant to their role, where necessary.

In deciding whether a member of staff is competent to be a visit leader, the Headteacher will take into account the following factors:

- Relevant experience.
- Previous relevant training.
- The prospective leader's ability to make dynamic risk management judgements, and take charge in the event of an emergency.
- Knowledge of the pupils, the venue, and the activities to be undertaken.

## **Staffing Requirements**

### **Person in Charge**

The Headteacher has overall responsibility for the planning and arrangements of any day or residential visits. If a qualified teacher wishes to take a group of pupils out of school, responsibility for the planning and arrangements will be delegated to that teacher. However, that person should be prepared to accept all reasonable/legal responsibility for the well-being and safety of the children at all times.

If more than one class/school is involved in a visit, an overall leader of the combined party is identified. This is normally the one with the most appropriate experience. Richmond Park Primary School requires that the overall leader should, at least, have assisted an experienced colleague on a previous visit. An accompanying teacher is nominated as deputy leader. For any day visit to go ahead, there must be at least two staff.

It is desirable that, on any visit by a party consisting of boys and girls, there are accompanying staff and/or voluntary helpers of both genders. While this might not always be possible on day visits, there should always be staff of both genders on any residential visit where possible. In cases where this may not be possible, arrangements could be made with staff from another school to provide shared supervision (e.g. a female member of staff from another school could supervise the girls from our school in their cabin during a residential visit, provided that expectations and procedures have been agreed with our male staff during the same visit, etc).

Final details of the visit are submitted to, and retained by, the Headteacher the day before the visit. This is critical, if the visit is when the school is normally closed.

The group leader and deputy leader hold the same information for the duration of the visit. The information should contain details of:

- itinerary
- contact points
- mobile phone number(s)
- staff – teacher in charge, deputy, helpers, etc.
- emergency contacts
- copies of Parental Consent Form
- copies of any insurance documents, contracts, etc.
- emergency procedures.

## **Voluntary Helpers**

Voluntary Helpers are selected carefully and are well known to Richmond Park Primary School and the pupils going on the visit. The school makes checks, through the LEA, to ensure the voluntary helpers are not barred from working with children. A person who does not have this clearance is not accepted as a volunteer.

All voluntary helpers should let the school know as soon as possible if they are unable to accompany the children for any reason, so that a replacement can be found. Any documentation already given to them should be returned to school.

A meeting is held, before the visit, with voluntary helpers and other staff, to discuss arrangements. All voluntary helpers should receive a copy of Appendix 2 before the visit to ensure they understand their roles and responsibilities.

Organisers/Leaders are made aware of the responsibilities of voluntary helpers and should implement them.

## **Staff Qualifications**

Richmond Park Primary School does not permit staff and voluntary helpers to assume responsibility for any activity for which they are not qualified, e.g. water sports.

## **Pupil Control**

All accompanying adults have a duty of care. Teachers should remember that they are in *loco parentis* at all times on the visit and thus are legally responsible for the well-being and safety of the children.

A system of pupil recall is essential with work in an open environment, on water or during swimming activities. This system should be simple, understood by all and practiced beforehand. A system is implemented to attract the attention of children (taking part in adventure or water-based activities under the supervision of centre staff) when it is necessary for the pupils to rejoin the main group.

Children should never be on their own and always remain in a group. Groups and their leaders should be decided in advance.

Close supervision of the pupils in the hostel, centre or hotel during the night on residential visits is maintained. Adults sleep in close proximity to the children's rooms. Staff retain pass keys in order to gain entry to all self-locking doors in an emergency. Children and staff will occupy separate rooms/tents on residential visits, according to gender. On camping expeditions, staff tents should be sited near pupils' tents.

## Emergency procedures

A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the visit leadership team.

Despite good planning and organisation, emergencies that require immediate response by the leaders, sometimes occur. Whilst still controlling and supervising the rest of the group, leaders should contact the appropriate emergency/rescue service immediately. The Headteacher at Richmond Park Primary School should be contacted as soon as possible.

The school's emergency response to an incident is based on the following key factors:

1. There is always a nominated emergency base contact for any visit (during school hours this is the office).
2. This nominated base contact will either be an experienced member of the senior management team, or will be able to contact an experienced senior manager at all times.
3. For activities that take place during normal school hours, the visit leadership team will be aware of any relevant medical information for all participants, including staff.
4. For activities that take place outside normal school hours, the visit leadership team and the emergency contact/s will be aware of any relevant medical information and emergency contact information for all participants, including staff.
5. The visit leader/s and the base contact/s know to request support from the local authority in the event that an incident overwhelms the establishment's emergency response capability, involves serious injury or fatality, or where it is likely to attract media attention.

If an accident or other emergency occurs, the group leader or supervisor should do the following:

1. Assess the situation.
2. Safeguard the uninjured members of the group.
3. If there are injuries, establish immediately the names of the injured people and the extent of their injuries.
4. Attend to the casualty/ies.
5. Inform the emergency services and everyone who needs to know, about the accident.
6. Notify the police if necessary.
7. Share the problem; advise all other group staff that the accident/emergency procedure is in operation. Make sure **every** member of the group is accounted for.
8. Ensure that the injured are accompanied to hospital (preferably by an adult whom they know).
9. Ensure that the rest of the group understands what has happened, is adequately supervised and kept together.
10. Inform the appropriate school contact and pass on all the details, including names of casualties, their injuries, action taken and names of others involved. The contact will initiate this policy, if the accident/emergency warrants.
11. If abroad, contact the British Embassy/Consulate, if advisable.
12. Notify insurers, especially if medical assistance is required.
13. Notify tour operator.

14. Ascertain telephone numbers for future calls.
15. As soon as possible, write down accurately relevant facts and witness details.
16. Preserve any vital evidence.
17. Keep a written account of subsequent events, times and contacts after the incident.
18. Complete accident report forms, contacting the LA, if necessary.
19. No one in the group should speak to the media. Media enquiries should be referred to the Headteacher in school.
20. No one in the group should discuss legal liabilities with other parties.

## **First Aid**

On any visit, at least one of the supervisory staff will be a competent First Aider, holding a valid first-aid certificate and carrying an appropriate first-aid kit. Richmond Park Primary School ensures as many staff as possible receive first-aid qualifications and are re-validated every three years.

## **Medical Fitness**

There are detailed and specific regulations concerning the medical fitness of staff and it is important that all third-party staff that comes into contact with children are medically fit. Headteachers/group leaders seek written confirmation from independent centres and organisations that all their staff are medically fit.

## **Parental Consent**

When a pupil starts the school, their parents will be asked to sign a consent form for their children to attend off-site educational visits in the school's immediate locality, e.g. church, park, etc. This form will be valid for the duration of the time the child is at the school, or until parents notify us in writing otherwise. All other outings need specific consent forms to be completed by the parent/guardian, where parents will also be informed of the nature and purpose of the trip. No child is allowed on a trip unless the parent/guardian's consent has been given.

Specific (i.e. one-off) parental consent must be obtained for all other visits. For these visits, sufficient information must be made available to parents (via letters, meetings, etc), so that consent is given on a 'fully informed' basis. As above, parents give their consent via a paper consent form.

Where a consent form is not present on the date of a visit or activity, the school office may seek verbal consent for a pupil from parents/carers by phone.

Where it is given, the following information will be recorded:

- Which member to staff obtained the consent
- Who gave the consent
- The date and time at which consent was given.

## **Liaison with Parents**

It is imperative that parents are given full and complete written details regarding the organisation and administration of a visit to include:

- ✓ activities and venues, including any special risk inherent in the activities undertaken
- ✓ specialist equipment and/or clothing necessary for activities
- ✓ code of conduct expected of the children
- ✓ packed meal requirements
- ✓ teachers/leaders, their experience and expertise
- ✓ total costs and methods for payment
- ✓ passport requirements, if any.

Near the date of a residential visit, a meeting is sometimes held for all parents, their children, the staff, and any voluntary helpers concerned with the visit. The information above is reiterated and the emergency procedures explained. There is an opportunity for questions and discussion at the meeting. A Parental Consent Form should be completed for each pupil. The visit leader should also be able to make themselves available to provide further information should a parent request a meeting in person or via telephone.

## **Inclusion**

Richmond Park Primary School does not discriminate against, harass or victimise pupils or young people because of one of the protected characteristics (disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; sexual orientation) in the way that we provide (or not) a benefit, facility or service.

Activities and visits should be available and accessible to all, irrespective of special educational or medical needs or protected characteristics. When a visit or activity is being planned, all reasonably practicable measures will be taken to include all young people. Every reasonable effort will be made to find venues and activities that are both suitable and accessible and that enable all pupils to participate fully and be actively involved. However, where it is not possible to balance the best outcomes for all pupils with the particular needs of individuals, the impact of this will be given due consideration and suitable alternative provision will be sought.

Richmond Park Primary School may choose to exclude a young person from a visit or activity where their behaviour presents a significant, unmanageable and unacceptable risk to the health, safety and welfare of either themselves, other members of the group, or the leaders. If this decision is made it will be communicated to parents / carers at the earliest possible opportunity and consideration given to alternative ways of achieving the same learning outcomes.

If a child has SEN support for a behavioural or medical need, their Support Staff should accompany them on the visit. If this is not possible, another member of staff or the child's parent could be assigned to supervise the pupil following a successful risk assessment being carried out.

## **Charging / funding for visits**

Richmond Park Primary School does not charge parents / carers for educational visits which take place during the school day or form part of the school's curriculum, or for the transport to said visits.

However where a trip or activity does incur a cost to the school, a voluntary financial contribution may be sought. In these cases, parents/carers will be informed of the nature of the proposed activity or visit, the likely value in educational terms and the financial contribution per student which would be required if the activity were to take place. The information will emphasise that there is no obligation to contribute and that no student will be excluded because parents are unwilling or unable to contribute. It will also be made equally clear whether the activity or visit is likely to be cancelled if there are insufficient contributions.

Where an activity falls outside of school time and does not form part of the school's curriculum, a decision regarding charging will be made on a case by case basis, however any charge made in respect of individual

pupils will not exceed the actual cost of providing the activity or visit, divided equally by the number of pupils participating.

## Financial arrangements

- For Day Excursions the class teacher/leader keeps official and separate accounts for all costs and payments.
- For residential visits, records of all payments by individual pupils are kept by the school secretary. Receipts will be provided to parents once payment has been received.
- Maximum security of money and other valuable documents is essential at all times. Money is placed in the centre's safe on a residential visit.

In certain circumstances, FSM pupils or parents who are in receipt of Income Support, Jobseeker's Allowance, Family Credit or Disability Working Allowance might qualify to receive a subsidy with certain educational visits.

## Transport

Careful thought must be given to planning appropriate transport for off-site activities and visits. Statistics demonstrate that it can be more dangerous to travel to an activity than to engage in it, and establishments must follow any guidance from their employer about transport.

### Private cars

In certain situations e.g. out of school activities, staff, parents or governors may agree to transport pupils. Wherever possible, transport arrangements should be made in advance by a senior member of staff. Wherever possible and practicable, transport should be provided other than in private vehicles, ***with at least one adult additional to the staff member driver acting as an escort.***

Adults should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They must ensure that the vehicle is roadworthy and appropriately insured and that the maximum capacity is not exceeded i.e. each person has a designated seatbelt. Children should always sit in the back of the vehicle.

As a minimum, recorded procedures must address the following:

- a) Seeking evidence that the vehicle is roadworthy, e.g. MOT certificate where relevant.
- b) Seeking evidence that the driver holds an appropriate and valid licence.
- c) Seeking evidence that there is a valid insurance policy covering the intended use. This requires that employees have "business use" cover.
- d) Ensuring that there is explicit parental consent to transport pupils in private cars and by specified persons.
- e) Ensuring that drivers properly understand their duty of care in this situation.

The driver of any vehicle transporting children or young people cannot drive and supervise at the same time. Therefore, **there should always be at least two members of staff available to drive and accompany the children in private cars.**

The driver should always be informed of the date, time and place to collect the children. A mobile phone should be taken in the case of an emergency. If the activity is cancelled, parents should be informed as soon as

possible, so that they can collect their children at the usual home time. It is the responsibility of the visit leader to look after pupils not collected after an activity. Do not leave pupils unsupervised, e.g. at school or at pick up point.

## Public Transport

At Richmond Park Primary School, public transport will be used wherever possible for pupils in Key Stage 2.

When travelling on public transport, an adult / pupil ratio of 1:6 will be maintained and pupils will be given clear guidance on how to stay safe. This will include...

- Getting on via the same doors as their group leaders.
- What to do if they are left on-board when the group disembarks (get off at the next stop and wait)
- What to do if they are left behind when the group embarks (wait where they are)

Staff and volunteers will also be reminded to **carry out regular counts of the pupils** in their groups (this should be done during regular points of any educational visit) and the party will not set off on a new stage of the journey until all numbers have been checked and confirmed.

## Coach

If using Coaches for transport, a reputable company will be used where the drivers are vetted. In most cases, the school will seek to use an approved company listed on the EVOLVE website.

It is the responsibility of the group leader, with the assistance of the school clerk, to book the coach, confirm the booking and telephone the coach firm a few days beforehand to make the final arrangements.

Richmond Park Primary School policy is that coaches with seat belts are booked. Vehicles used should comply with the current requirements on seat belts. All seats should be forward facing and seat restraints should comply with legal requirements.

Supervision on the coach should include:

- At least two members of staff should supervise the pupils getting on and off the coach – one on the coach and one by the steps.
- Check numbers on outward and return journeys.
- Do not let pupils sit on the first two seats facing the front window or next to the emergency exit.
- Ensure pupils are settled before setting off.
- Pupils **must** wear their seat belts throughout the journey unless told to remove them in an emergency.
- When leaving the coach, check for lost property and litter.
- At least one teacher should be on each coach or minibus and have a mobile phone with them.
- Contact details for Richmond Park Primary School should be handed to the driver of each coach/minibus.
- When walking all adults should be familiar with the route and a Teaching assistant may be asked to lead. **No child should walk ahead of the leading adult** and the teacher should be at the back of the line so that he/she has full view of the class.
- An adult should sit at the front or half way up the bus with another adult sitting at the back in order to have full view of the class.

## Taxis

If using Taxis for transport, a reputable company will be used where the drivers are vetted. Pupils will always be escorted by two members of school staff when travelling by taxi. In most cases, the school will seek to use an approved company listed on the EVOLVE website.

## **Use of staff cars to transport pupils**

If using staff cars to transport pupils, staff will need to confirm that they hold a current valid driving licence and that their vehicle is legal and roadworthy in all respects. Seatbelts will be worn at all times when travelling in cars. Staff will never travel 1:1 with a pupil in a car and pupils should always sit in the back. All other conditions listed in the 'private cars' section apply, including the necessity to hold 'business cover' insurance to be able to transport children.

## **Other topics**

### **Swimming Lessons**

As part of the KS2 curriculum, pupils at Richmond Park Primary School will be taught to swim. These lessons will likely take place at a Council pool and will be led and overseen by qualified swimming instructors. School staff may be asked to support in teaching small groups of pupils, provided they've been given adequate resources and support to do so. Transport to and from the pool will be via coach, and classes will be overseen by at least two members of staff, ideally of both genders. Pupils behaviour in the changing room will be monitored but not directly supervised unless a staff member needs to intervene on the grounds of safety or behaviour. Additional SEN support for behavioural or medical needs should be made available if appropriate, e.g. additional staff, parents attending/supporting, etc.

### **Dismissal of pupils after evening activities**

Where a visit or activity finishes outside of the school's usual opening hours, and the school has arranged or provided transport back to the premises, pupils will be dismissed by staff into the care of their parents. We will use the school's texting service to inform parents with up-to-date information during educational visits where relevant, e.g. delays, expected times to arrive back in school, etc.

### **Unofficial Visits**

The above guidelines relate only to activities connected to the work of the school. Where a teacher takes charge of children voluntarily on an activity out of school hours – one which is not organised by the school (and not approved by the Governors) but involves children from the school – no responsibility is accepted by the Headteacher or Carmarthenshire LEA.

## **Appendix 1 – Generic Risk Assessment Form**

Risk assessment

**Hazards and safety measures**  
 Please list the significant hazards and safety measures (e.g.group/weather etc) above and beyond those listed in the school/centre risk assessment for this activity. Continue on separate sheet if necessary. If none please write NONE in hazards column. If there is no school/centre risk assessment for this activity please list all significant hazards and safety measures for the visit here (and continue on separate sheet if required)

Significant hazards	Who might be harmed?	Safety measures that will reduce risk to a tolerable level

## **Appendix 2 – Areas of responsibility for volunteer helpers**

(This page should be printed out and handed to Voluntary Helpers when appropriate.)

You should attend meetings before the visit, if appropriate.

You should be aware of the itinerary for the day/visit and receive a copy of the itinerary, names of the pupils and details of the groups.

You should stay in close proximity to a teacher on the visit. You should not take a group away to another area.

When walking you should be familiar with the route and may be asked to lead. No child should walk ahead of you and the teacher should be at the back of the line so that he/she has full view of the class.

You should sit at the front or half way up the bus with the teacher sitting at the back in order to have full view of the class.

You should be given a small group of children to look after and should know who they are. (The leader should check on a regular basis that the children are behaving themselves and that they are safe and feeling well.)

You should keep the children with you at all times.

You should not assume any responsibility for an activity for which you are not qualified, e.g. rock climbing.

You should be aware that the pupils must wear seatbelts at all times on a coach, unless told to remove them by a teacher or in the case of an emergency.

You should tell a teacher if a pupil does not wear his or her seatbelt or interferes with that of another pupil.

You should tell the teacher/leader if a pupil is misbehaving or will not do as asked.

You should accept you have a duty of care to make sure the children in your group are safe and well.

You should report any accident to the teacher/leader immediately. You should be familiar with the risk assessment for the excursion.