

ST ANDREW'S PRE-PREP AND NURSERY

EDUCATIONAL VISITS AND TRIPS POLICY

March 2010

Rationale

Every year many visits are made from St Andrew's for a wide variety of purposes. These visits range from a half-hour walk around the village to a four night residential trip. The range of activities is similarly wide. The purpose of this policy and accompanying information is to ensure that every trip made from this school combines the safest possible environment for children and the greatest possible educational benefit, both in terms of the EYFS and the National Curriculum as well as in terms of personal and social development.

Aims

- To provide a framework whereby trips of all kinds may be planned, costed and undertaken.
- To set out a series of steps to be followed when planning a trip.
- To ensure that all trips are of the maximum benefit to children's education in its widest sense.

Objectives

- To develop the child's knowledge, skills and understanding of the wider world outside school and home.
- To emphasise links between various areas of the curriculum, and to put into practice skills learnt in the classroom.
- To develop the child's confidence in encountering unfamiliar situations.
- To develop the child's ability to work with a group, to follow instructions and to complete tasks in co-operation with others.
- To ensure that children learn the importance of considering the feeling and needs of others.
- To nurture self-reliance, autonomy and leadership

Children's Experiences

As each child moves through the school visits will be arranged to complement the breadth of the curriculum and to emphasise aspects of the programme of study which lend themselves to such an approach. Within the constraints of the various codes of practice, children will be encouraged to being increasingly self-reliant; for instance, children in the Pre-Prep will look after their own sandwich box and coat.

Management

Teaching Staff are responsible for preliminary planning of trips and any plans must be discussed with the Head and/or Head of Pre-Prep at an early stage. The Head, as the Educational Visits Co-

Ordinator, has overall responsibility for the suitability and safety of trips, and the Governing Body has ultimate responsibility for the safety of pupils and staff.

Equal Opportunities

All trips will, wherever possible, be accessible to all children in the class, enabling them to gain confidence, acquire skills and build positive experiences.

Special Educational Needs

Educational visits should fulfil the needs of all children. Children with IEPs may need additional supervision or support whilst on a visit and this will be provided if possible.

Disabilities

St Andrew's is committed to increasing the extent to which disabled pupils can participate in the school curriculum, including the extent to which disabled pupils can take advantage of education and associated services, particularly in respect to educational visits.

Implementation

Teachers must follow the Guidelines for Educational Visits (appendix 1 and 2) which accompany this policy.

Policy Review

This policy is to be reviewed on a bi-annual basis following consultation with SLT and Pre-Prep Department staff members.

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References:	
Authorised by resolution of the Governing Body Representative:	Signature <i>Nicola Eckerl</i> Name <i>NICOLA ECKERL</i> Date <i>26/3/2010</i>

Appendix 1

Guidelines for planning an Educational Visit:

1. Identify the educational aims and objectives of the visit at an early stage. When travelling to a distant location the question should always be asked, whether the same objectives might be achieved more simply and cheaply closer to home.

2. Staffing Regard must be paid to the experience of the staff, the nature of the visit and the age and needs of the children. Staffing levels stipulated are minimum levels.

Years 1-2 – one adult per 6 children, minimum 5 adults

Foundation stage – one adult per 4 children

If possible the children should be accompanied by at least one man and one woman

3. Visit the venue. This is an essential requirement unless you are very familiar with the location and the itinerary.

4. The office staff will complete costings for the trip so that a level of contribution per child may be arrived at. The letter to parents should include any additional costs that will appear on the bill for

5. Check that the proposed date does not clash with anything else, then enter the date in the School Calendar.

6. Allow a period of at least 4 weeks to inform parents in writing of visit details, requested contributions and links with the current areas of study.

The Office will type the initial letter but in any case a copy of each letter should be in Head of Pre-Prep's Office. Letters are to be approved by the Head before being sent out.

7. Parental consent should be obtained two weeks before the trip. Parents must ensure that appropriate clothing and footwear is worn. Special requirements from parents should be included in the letter to parents if applicable

8. Ensure that all accompanying adults have undergone the appropriate level of Police Check or equivalent. Driving licences, insurance certificates and MOTs will need to be seen if parental cars are used. (Where relevant trip organisers must also ensure that booster seats are used to comply with height regulations.)

9. Teachers leading trips must familiarise themselves with the relevant Codes of Practice from the institution or establish that they are visiting.

10. The appropriate Risk Assessment form must be completed. Check to see if venue has it's own Risk Assessment information and ask for a copy.

11. Special medical requirements of the children should be known and catered for. Check that First Aid provision is ready and available. First Aid equipment, 'sick buckets', refuse bags, etc will need to be available.

12. All adults accompanying the party, whether school staff, parents or other adults, must be made fully aware of the purpose and itinerary of the trip and of their own area of responsibility. Each helper should have the mobile number of other helpers, the number of the school, a list of all the children on the trip and a list of the children in their group.

Appendix 2

Guidelines for Conducting a Visit

1. Conduct of children on a minibus or coach

The teacher should ensure that, wherever possible, access to a vehicle should be directly from the pavement. Children should wear seatbelts whenever the vehicle is moving. Whilst travelling in a minibus or coach children should behave in a sensible and controlled manner. Staff should position themselves throughout the vehicle to ensure supervision is maintained

2. Leading a party on a train

- Stand back from the platform
 - All children should stand with their teacher or group leader
 - Don't get on the train until everyone is ready
 - The teacher should be the last to board the train, and only release the door once everyone is aboard
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- Stand on the right on escalators
 - Children must be aware of what to do if they are left alone on a platform, or if they are on a train and separated from the party

3. Visits to the toilet:

Children are never allowed to go to the toilet unaccompanied. One adult should be inside the toilets and one outside. However, when small groups break up with a leader, like at a Museum, common sense has to be used if a child wishes to use the toilet. All children should use the Ladies toilet unless accompanied by a known adult male.

4. Children must walk along the pavement, towards the inside, with adults on the outside keeping the children away from traffic. There must also be one adult leading at the front, and another following at the rear.

5. Any incidents or accidents that occur during the visit must be telephoned in the school as soon as possible to ensure that correct protocols are followed