



## **OFF-SITE LEARNING POLICY**

### **Rationale**

Well planned and executed educational visits provide our pupils with valuable experiences which enhance their learning at school. Providing a variety of ‘real-life’ opportunities for our students enables them to achieve a fuller understanding of the world around them through direct experience. Educational visits are an essential element of good practice. With the school’s ideal position so close to the heart of Birmingham, the students enjoy plentiful opportunities for enriching learning through visits to museums, galleries, theatres and parks. The school management team fully supports this additional learning resource and students regularly enjoy and benefit from such activities.

### **Purposes**

Educational Visits can provide stimulus and support to work being covered as part of the school curriculum. It may be that a visit provides an effective stimulus at the start of a unit of work; alternatively, teachers may decide to use an educational visit at any time during a project to enhance and support the curriculum. Wherever or whatever the venue, teachers should ensure that the educational benefits to the children are maximised.

### **Guidelines**

The organisation of an educational visit is crucial to its success. With rigorous organisation and control, a visit should provide a rich, learning experience for the pupils. The following guidelines support the planning

and implementation of educational visits organised at Kimichi School.

The Headteacher at Kimichi will endeavour to ensure that:

- they have appointed a suitable group leader
- all necessary actions have been completed before the visit begins. (This applies even when the head is not going on the visit);
- the risk assessment is complete and that it is safe to make the visit;
- training needs have been met;
- the group leader has experience in supervising and controlling the age groups going on the visit and will organise the group effectively;
- the group leader has relevant skills, qualifications and experience if acting as an instructor, and knows the location of the activity;
- all supervisors on the visit are appropriate people to supervise children and have appropriate clearance;
- parents have signed consent forms;
- arrangements have been made for all the medical needs and special educational needs of all the children;
- the mode of travel is appropriate;
- travel times out and back are known;
- there is adequate and relevant insurance cover;
- they have the address and phone number of the visits venue and have a

contact name;

- that they have the names of all the adults and pupils in the travelling group, and the contact details of parents and the staffs next of kin.

### **Group Leader**

One teacher, the group leader, is responsible overall for the supervision and conduct of the visit, and should have been appointed by the Headteacher.

The Group Leader should:

- appoint a deputy if necessary;
- be able to control and lead pupils of the relevant age range;
- be suitably qualified if instructing an activity and be conversant in the good practice for that activity if not;
- undertake and complete the planning and preparation of the visit including the briefing of group members and parents;
- undertake and complete a comprehensive risk assessment;
- have regard to the health and safety of the group at all times;
- know all the pupils proposed for the visit to assess their suitability;
- observe the guidance set out for teachers and other adults below;
- ensure that pupils understand their responsibilities (see responsibilities of pupils below).

### **Other teachers and adults involved in a visit**

Teachers on school-led visits act as employees of the Governing Body. They will therefore be acting in the course of their normal employment during their normal hours. They will be acting under an agreement with their Headteacher and Governors if some of their time on the visit falls outside normal hours. Teacher and other adults on the visit must:

- do their best to ensure the health and safety of everyone in the group;
- care for each individual pupil as any reasonable parent would;
- follow the instructions of the leader and help with control and discipline. Non- teachers should generally not have sole charge of pupils except where risks to health and safety are minimal;
- consider stopping the visit or the activity if they think the risk to the health or safety of the pupils in their charge is unacceptable.

### **Responsibilities of pupils**

The group leader should make it clear to pupils that they must:

- not take unnecessary risks;
- follow the instructions of the leader and other adults;
- dress and behave sensibly and responsibly;
- look out for anything that might hurt or threaten anyone in the group and tell the group leader about it;
- should not undertake any task that they fear or that they think will be

dangerous. Any pupils whose behaviour may be considered to be a danger to themselves or to the group may be stopped from going on the visit. The curricular aims of the visit for these pupils should be fulfilled in other ways.

## **Parents**

The group leader should ensure that parents are given information about the purpose and details of the visit. The group leader should also tell parents how they can help prepare their child for the visit by, for example, reinforcing the visit's code of conduct. Special arrangements may be necessary for parents for whom English is a second language. Parents must:

- provide the group leader with emergency contact number(s);
- sign the consent form;
- give the group leader relevant information about their child's health which might be relevant to the visit.

## **Planning off-site visits**

Whether the visit is to a local park, museum, swimming pool, or includes a residential stay, it is essential that careful planning takes place. This involves considering the dangers and difficulties which may arise and making plans to avoid them. Planning is delegated to the organiser of the visit or the group leader, but the Headteacher must be satisfied that the person planning the visit is qualified to do so and has the necessary experience. The organiser / group leader must agree all plans with the Headteacher.

## **Risk assessment**

A risk assessment should always be carried out before setting off on a visit, using Kimichi's risk assessment forms. Where possible, a minimum of two

adults will accompany up to 15 children on the trip. The risk assessment should include the following considerations:

- what are the risks?
- who is affected by them?
- what safety measures need to be in place to reduce risks to an acceptable level?
- can the group leader guarantee that these safety measures will be provided?
  - what steps will be taken in an emergency?

The group leader and other supervisors should continually reassess the risks throughout the visit and take appropriate action if pupils are in danger. The group leader should take the following factors into consideration when assessing the risks: the type of activity and the level at which it is being undertaken; the location; the competence, experience and qualifications of supervisory staff; the group members age, competence, fitness and temperament; pupils with special educational or medical needs; the quality and suitability of available equipment; seasonal conditions, weather and timing.

### **Exploratory visit**

Wherever possible the group leader should undertake an exploratory visit to:

- ensure that the venue is suitable to meet the aims and objectives of the school visit;
- assess potential areas and levels of risk;
- ensure that the venue can cater for the needs of the staff and pupils in the group;

- ensure that the group leader is familiar with the area before taking a party of young people.

If it is not feasible to carry out an exploratory visit, a minimum measure should be to contact the venue, seeking assurances about the venues appropriateness for the visiting group. In addition, it may be worth seeking views from other schools who have recently visited the venue. In some cases, such as when taking walking parties to remote areas, it may be appropriate to obtain local information from the Tourist Boards.

### **First aid**

First Aid provision should be considered when assessing the risks of the visit. For adventurous activities, visits which involve overnight stays, or visits abroad it is sensible to have at least one trained first-aider in the group. The group leader should have a working knowledge of first aid and all adults in the group should know how to contact emergency services. The minimum first-aid provision is:

- a suitably stocked first-aid box;
- a person appointed to be in charge of first-aid arrangements. First-aid should be available and accessible at all times. If a first-aider is attending to one member of the group, there should be adequate first-aid cover for the other pupils. The Head Teacher should take this into account when assessing what level of first-aid facilities will be needed. The contents of a first-aid kit will depend on what activities are planned.

### **Medicine and**

In general, medicines should be clearly labelled with name and dosage and handed to the Trip Leader, as clearly it is not desirable for young children to be responsible for their own medication. For certain conditions however, this procedure may be wholly inappropriate and potentially harmful, e.g. asthma where it would be wrong to separate an asthma sufferer from a prescribed inhaler. Similar care and consideration might need to be exercised for the sufferer of diabetes. In such circumstances, it

would be advisable to consult with the young person's parents/carer and if necessary seek medical advice. Students with EpiPens have a personal action plan which must be made available to the group leader.

## **Supervision**

It is important to have a sufficient ratio of adult supervisors to pupils for any off-site visit. The factors to take into consideration include:

- sex, age and ability of group;
- special needs pupils;
- nature of activities;
- experience of adults in off site supervision;
- duration and nature of the journey;
- type of any accommodation;
- competence of staff, both general and on specific activities. There should always be enough supervisors to cope effectively with an emergency. When visits are to remote areas or involved hazardous activities, the risks may be greater and supervision levels should be set accordingly. Regardless of these suggested ratios, each visit will be assessed individually through the school's risk assessment procedure for educational visits. These ratios do not include residential visits. Where there is more than one adult supervisor a group leader, who has authority over the whole party, should be appointed. Where a high adult:pupil ratio is required, it is not always feasible to use school staff alone. Parents with appropriate clearance may be used to supplement the supervision ratio. They should be carefully selected and ideally they should be well known to the school and the pupil group. All adult supervisors, including school staff and parent helpers must understand their roles and responsibilities at all times. In particular, all supervisors should be aware of any pupils who may require

closer supervision, such as those with special needs or those with behavioural difficulties. Teachers retain responsibility for the group at all times. For the protection of both adults and pupils, all adult supervisors should ensure that they are not alone in a one to one situation with a pupil. If the school is leading an adventure activity, such as canoeing, the person responsible for the trip must ensure that the group leader and other supervisors are suitably qualified to lead and instruct the activity before they agree that the visit can take place. Qualifications can be checked with the National Governing Body of each sporting activity. Whatever the length and nature of the visit, regular head counting of pupils should take place. The group leader should establish rendezvous points and tell pupils what to do if they become separated from the party.

### **Preparing pupils**

Providing information and guidance to pupils is an important part of preparing for a school visit. Pupils should have a clear understanding about what is expected of them and what the visit will entail. Pupils must understand what standard of behaviour is expected of them and why rules must be followed. The lack of control and discipline can be a major contributory factor when accidents occur. Pupils should also be told about any potential dangers and how they should act to ensure their own and others safety.

Pupils should be involved in planning, implementing and evaluating their own curricular work and have opportunities to take different roles within an activity, and encouraged to take on responsibilities of their own. This could include considering any health and safety issues.

**Participation** Pupils should be assessed to ensure that they are capable of undertaking the proposed activities. During the visit they should not be coerced into activities they fear. Pupils whose behaviour is such that the group leader is concerned for their, or others safety, should be withdrawn from the activity. On residential visits the group leader should consider whether such pupils will return home early.

**Information to pupils** It is for the group leader to decide how to provide information, but they should be satisfied that the pupils understand key safety information. Pupils should understand:

- the aims and objectives of the visit / activity;
- background information about the place to be visited;
- how to avoid specific dangers and why they should follow rules;
- why safety precautions are in place;
- why special safety precautions are in place for anyone with disabilities; what standard of behaviour is expected from pupils;
- who is responsible for the group;
- what to do if approached by a stranger;
- what to do if separated from the group
- emergency procedures
- rendezvous procedures.

### **Transport and pupils**

Pupils using transport on a visit should be made aware of basic safety rules including:

- arrive on time and wait for the transport away from the road, track, etc.
- wear your seatbelt and stay seated while travelling on transport;

- make sure your bags do not block aisles on the transport
- never attempt to get on or off the moving transport;
- never throw things out of the transport vehicle's windows;
- never get off a vehicle held up by traffic lights or in traffic;
- never run about while transport is moving or pass someone on steps or stairs;
- never distract or disturb the driver;
- stay clear of automatic doors / manual doors after boarding or leaving the transport;
- after leaving the vehicle, always wait for it to move off before crossing the road;
- if you have to cross roads to get to the transport always use the Green Cross Code
- if you feel unwell while travelling, tell a teacher or the person who is otherwise responsible for the group.

### **Pupils with special educational and medical needs**

The Headteacher will not exclude pupils with special educational or medical needs from school visits. Every effort should be made to accommodate them whilst maintaining the safety of everyone on the visit. Special attention should be given to appropriate supervision ratios and additional safety measures may need to be addressed at the planning stage.

## **Communicating with parents/guardians**

Parents need to be aware that the teachers on the visit will be acting in their place – ‘in loco parentis’ – and will be exercising the same care that a prudent parent would. The following information on matters that might affect pupils health and safety is useful to parents, and will be included in a letter to parents / guardians prior to a visit:

- dates of the visit;
- times of departure and return;
- mode(s) of travel including the name of any travel company;
- details of the activities planned and of how the assessed risks will be managed;
- clothing and equipment to be taken;
- money to be taken;
- the information to be given by parents and what they will be asked to consent to.

## **Parental consent**

Kimichi School will seek consent for: all off-site visits involving our students; adventure activities; visits abroad; other residential visits. If parents withhold consent absolutely the pupil should not be taken on the visit, but the curricular aims of the visit should be delivered to the pupil in some other way, wherever possible. If the parents give a conditional consent the Headteacher will need to consider whether the child may be taken on the visit or not. The School's parental consent form, APPENDIX A, should be completed for each pupil in the group.

## Residential visits

Members of staff wishing to organise a visit must fill in a risk assessment form before making any bookings or travel arrangements, and submit it to the Headteacher well in advance of the visit for approval. Residential, overseas and unusual trips will require special consideration, and where possible, an exploratory pre-visit. The Headteacher must ensure that, in the case of field studies, museum, farm and industrial visits, a preliminary visit by the teacher is made where the site is not known to accompanying staff.

This policy agreed on (date) 25<sup>th</sup> July 2017

By (name) Kirstie Berry

(position) Chair of Governors

Review date 25<sup>th</sup> July 2018

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### APPENDIX A:



**@Eastbourne House  
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Acocks Green  
Birmingham  
B27 6LL**

**0121 679 5298  
07515 654793**

**enquiries@kimichischool.co.uk**

[www.kimichischool.co.uk](http://www.kimichischool.co.uk)

Principal: Sally Alexander BA, PGCE

To whom it may concern, I / We, .....am / are the lawful guardians/carers/parents of.....

Information about travelling child:

Full name:

Date and place of birth:

Number and date of issue of passport:

Issuing authority of passport:

Home address:

Telephone number:

Emergency contact:

Email:

The aforementioned child has my / our consent to travel with

Name:

Contact information during trip:

I / We give our consent for the aforementioned child and accompanying person to visit

Location:

Accommodation:

For (length of visit):

Signature(s) of person(s) giving consent: .....

Date.....

Signature of accompanying person.....

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