

THOMAS GRAY PRIMARY SCHOOL  
School Trips Policy

Rationale

Every year many visits are made from Thomas Gray Primary School for a wide variety of purposes. These visits and activities range from day trips (N - Y6) to residential events (Y2 - Y6). 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 National Curriculum and in personal and social development.

Aims

- To provide a framework whereby trips of all kinds may be planned, cost and undertaken.
- To draw attention to the Guidance Documents with regards to school trips on Evolve.
- 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.
- To ensure evolve is completed by the lead member of staff for each trip.

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 creative 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 feelings and needs of others.
- To nurture self-reliance, autonomy and leadership.
- Teachers must follow the Guidelines for Educational Visits which accompany this policy. These include Appendix 1, Appendix 2 and the RoSPA Guides.

### Children's Experiences

As each child moves through the school visits will be arranged to complement the breadth of the creative 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 be increasingly self-reliant; for instance, children in the Foundation Stage and Year 1 will look after their own sandwich box and coat. Children in Y2, Y3, Y4 will develop their personal hygiene at residential events. Children in Y5, Y6 will be responsible for their personal hygiene and personal possessions at residential events.

### Management

Teaching Staff are responsible for preliminary planning of trips, completing a risk assessment and filling in the online Evolve form. This should be submitted to the EVC 2 weeks before any trip. The EVC will check and submit forms to the Headteacher to approve the trip. Any plans must be discussed with the Headteacher at an early stage. The Headteacher 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 SEN may need additional supervision or support whilst on a visit and this should be considered when planning a trip. These children will need an Individual Risk Assessment which should be attached to the Evolve form.

### Disabilities

Thomas Gray Primary School 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.

## 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. There are no statutory requirements with regards to ratios. Sefton recommend KS1, but up to age 7: 1:6. Y4 - 6 ratio 1:10/15. These are benchmarks, look at individuals and staff experience.
3. Visit the venue. This is an essential requirement unless you are very familiar with the location and the itinerary.
4. Thomas Gray has a voluntary donation scheme for all trips during the academic, residential events are charged separately. All trips and residential events are subsidised by the school. If a parent doesn't opt in, then the office staff will complete costings for the trip so that a level of contribution per child may be arrived at.
5. Check that the proposed date does not clash with anything else, then enter the date in the School Diary.
6. Allow a period of at least 4 weeks to inform parents in writing of visit details, requested contributions and links with the National Curriculum. Parental approval of trips involving a higher level of contribution, eg residential trips, should be sought two terms before the trip takes place. The School Secretary will type the initial letter but in any case a copy of each letter should be in the office. Letters are to be approved by the Headteacher before being sent out.
7. Parental consent must be obtained before the trip. Money should be handed to the office. Parents must ensure that appropriate clothing and footwear is worn.

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.
10. The Risk Assessment and online Evolve forms must be completed and submitted to the EVC 2 weeks before a trip.
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. Travel sickness tablets should only be administered with previous authorisation from parents.
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. In the case of residential events, a short preliminary meeting should take place to inform parents of these issues and to address any other concerns.
13. In the case of a residential trip, a preliminary meeting for parents must be arranged to explain the purpose and organisation of the trip, go through any rules and answer any questions or concerns.
14. All staff and children should know what to do in an emergency, e.g. where the emergency exits are on a coach, at a venue.

## Appendix 2 - Guidelines for Conducting a Visit

### 1. Conduct of children on a coach.

The teacher should ensure that, wherever possible, access to a coach should be directly from the pavement. Children should wear seatbelts whenever the coach is moving. Whilst travelling in a coach children should behave in a sensible and controlled manner. Teachers should be spread throughout the coach.

### 2. Leading a party on a train.

Stand back from the platform - behind the yellow line.

All children should stand with their group leader.

Don't get on the train until everyone is ready.

The teacher should be the last to board the train.

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.

Take extra care where there is a gap between the train and the platform.

### 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 an Art Gallery, common sense has to be used if a child wishes to use the toilet.

### 4. Walking.

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. Children should be in pairs when walking along pavements. If the group is large, then consider taking the children across a road in smaller groups.

### 5. Leading children on a boat.


Split the children into smaller groups that are supervised by adults.

The whereabouts of the group leader and a base should be known to all children and staff. The base should be near an emergency exit.

Ensure the children listen to the safety procedures.

Signed:   
Chair of Governors

Date: 27/11/14

Signed:   
Headteacher

Date: 27/11/14

Date to be reviewed: Autumn  
2017