

Trips and Visits Policy

**“Have they not, then, travelled on earth so that they should have had hearts to understand with, or ears to listen with? The fact is that it is not the eyes that turn blind, but what turns blind is the hearts contained in the chests.”
(Quran: 22:46)**

Intent:

Trips and visits are encouraged at Al-Islamia Institute for Education to support and consolidate learning, and for learners to experience and appreciate the wider world safely and under supervision. We believe that such activities will offer real educational benefits to our pupils, by promoting personal and social development; providing active, experiential learning situations; improving academic understanding and performance; fostering an awareness of, and a concern for, the environment and the local community; providing opportunities to take part in a variety of outdoor pursuits, and stimulating a wider range of leisure interests, both now and in the future.

At all stages of a school trip or residential activity, from inception to its conclusion, safety factors will be given paramount consideration. A lengthy notice for more expensive trips will be given to allow an extended savings period, so that the range of activities provided will be on offer to pupils from all backgrounds and financial circumstances, in line with the spirit of our equal opportunities policy

Implementation:

Charges for School Trips:

Potential trips should be assessed for affordability before booking. Leaders should consider whether a grant can be obtained through the likes of Great British School Trip to lower the cost to parents.

The total price of the trip, including travel and teacher costs (including any costs that may incur from preliminary visits), less any grants, must be divided between the pupils expected to attend. School policy seeks to ensure equality of opportunities for any disadvantaged pupils - it does this by providing pupils' families with as much notice as possible to allow maximum saving time.

At the end of the activity, the paperwork monitoring payments must be placed with other trip documents. Any profit, if practical, must be returned to pupils.

All moneys, including BACS payments and Direct Debits, must be handled by the school office, where accounts will be managed and updated.

Leading an Educational Visit

The leader of the party must have had previous experience, preferably of a similar trip. They must make a preliminary visit to the chosen site wherever feasible.

Where a cost may be incurred to the teacher making the preliminary visit to carry out a risk assessment and/or assess the educational value and programme for the visit, the cost should be incorporated into the total price of the group's visit. In this instance, the leader should:

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- Outline all potential costs and receive permission from the SLT to complete the preliminary visit before doing so
- Inform the office of the costs incurred before the cost to each child is calculated.

A second member of staff should be chosen as Deputy Leader based on their relevant specialist qualifications, expertise and experience.

At least one member of staff accompanying the visit MUST hold a First Aid qualification.

Safety and Emergency Procedures

The safety of ALL members of the party is the paramount responsibility of the group leaders. Safety takes precedence over every other consideration.

When planning your activity, you MUST have familiarised yourself with at least three documents:

- *Health and Safety of Pupils on Educational Visits (DfES 1998)*
- *Health and Safety Bulletin No. 11: Crisis Line and Emergency Planning for Schools (Leicester City LA)*
- *A handbook for Group Leaders – supplements 2 and 3 (DfES 07/02)*

Good planning and organisation will reduce the risk of an emergency to a bare minimum; and whilst the best planning in the world cannot prevent the unexpected, good preparation will enable you to deal with the crisis if it happens!

Before the Trip:

- Study the documents referred to above.
- In appointing your party leaders, ensure that one member of the party has an emergency First Aid qualification
- Visit the site beforehand to satisfy yourself that no unreasonable risk exists.
- Complete a Risk Assessment; the relevant forms will be found in the Trips and Visits folder and on the Planning SharePoint – this form MUST be completed. Brief the parents in full of all activities to be undertaken and of any anticipated hazards.
- Nominate a school contact person. Prepare a contact list and give copies to all party leaders and the contact person. Record the LA crisis line no. (0116 373 7599 and if unable to reach officers, use 0116 252 8899).
- Take an emergency first aid kit and accident forms to record small accidents
- Ensure that wristbands/lanyards with the school contact details are worn by ALL attendees
- Medical matters: Have updated information about any medical problems/conditions, e.g. medicines being taken/allergies.
- Party composition: an individual should be denied the right to participate if there is just cause for anticipating that their presence would compromise safety standards in any way.
- Misbehaviour: anticipate some of the possible 'serious' problems. Have a procedure agreed and made clear to both pupils and parents. Add these pupils and procedures to the risk assessment.
- Add a contingency figure to the cost of the trip to cover minor emergencies; this could be returned to parents afterwards.

Handling Emergencies:

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- Delay (for example, bus breakdown): use emergency contact procedures; obtain authorisation from Headteacher for additional expenditure if necessary.
- Missing pupils: question the group, but do not allow pupils to go to look for the missing child unless you have organised this very carefully; preferably, ensure adequate supervision of the remainder, then send other party leader(s) to investigate. If necessary, alert others (bus driver/tour operator). Alert police immediately if any cause for concern and inform the school's contact person, who will initiate crisis management procedures as outlined below. The party should normally wait for the missing person to be found, but if departure is essential at least one responsible adult **MUST** remain behind.
- Disciplinary problems: Implement school or other agreed disciplinary procedures. If the continued presence of a pupil is deemed a threat to the group's well-being, the pupil may, exceptionally, be sent home. This **MUST** be discussed beforehand with the Contact Person who will organise travelling arrangements after consultation with parents.

If the Worse Happens:

Follow the following Crisis Management steps:

- Inform all the other party leaders; make sure all members of the party are accounted for;
- If there are injuries, establish the names of injured and the extent of injuries; ensure that the injured are accompanied to hospital, by one of the Party Leaders except in exceptional circumstances. Pupils should remain accompanied at least until contact has been made with parents and a procedure agreed.
- Contact the school as soon as possible.
- Supervise the group: do not neglect the safety needs of the remainder.
- Keep a record. Take written statements as soon as possible, before memory becomes distorted by gossip. Make your own written record. Obtain the names and addresses of independent witnesses.
- Exercise great caution if information is requested by others. Legal proceedings may follow an accident. **DO NOT SPEAK TO THE MEDIA**. Media enquiries should be referred to the Contact Person (Headteacher).

After the Visit:

Complete the evaluation form in the Trips and Visits folder; collate all related documentation including risk assessments, trip arrangement details, etc. and place into folder.

Advice for Trip Leaders:

Briefing Young People

Will the young people be properly briefed on the activities they will undertake during the visit?

The briefing may need to include:

- Appropriate clothing and equipment
- Rendezvous procedures
- Safety risks of jewellery
- Groupings for study or supervisory purposes

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- A system of recall and action in emergencies
- Agreed codes of conduct and behaviour
- Significant hazards
- Relevance to prior and future learning

Briefing Staff

Consider if adults and voluntary helpers will also be briefed.

The briefing may need to include:

- Anticipated hazards and the nature of the programme
- Definition of roles and responsibilities of supervising staff
- Organisation of supervision, to cover the whole time away
- Standards of behaviour expected from young people
- Regular counting of participants
- How much help to give young people in their tasks
- A list of names of young people in sub-groups
- Emergency procedures

Emergency Contact

Has a named point of contact been identified at school in the event of an emergency, who has a contact list of the group members, including staff, and a programme of the group's activities?

Are enough staff aware of procedures and relevant home numbers in the event of an emergency?

Is a copy of Crisis Line's number available to supervising staff?

Preparation and Communication

Is there adequate time and opportunity to prepare for the visit or activity?

Have other staff and colleagues whose work may be affected been notified of planned arrangements?

Follow Up

Have arrangements been considered for appropriate follow up work and evaluation after the visit?

Has a report been provided for the Headteacher or other colleagues, where appropriate, to share positive aspects of the visit and learn from problems or incidents?

Have other records been completed related to vehicles or equipment, for example?

Have financial records been completed?

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Impact:

Trips and visits are planned:

- To promote the personal and social development of pupils by helping them to:
 - Learn together out of class, on a school trip or in a residential setting;
 - Grow in awareness of their own personal and physical strengths, weaknesses and safety, and the strengths, weaknesses and safety of others;
 - Work both independently and co-operatively
- To develop academic understanding and improve performance through:
 - Extending their areas of experience;
 - Fieldwork linked to subject matter;
 - Enquiry, observation, recording and the practical resolution of problems;
 - Practising skills acquired in the classroom;
 - Reviewing, recording and communicating ideas and experiences.
- To foster responsible attitudes to the environment and the local community by providing opportunities for pupils to:
 - Examine, observe, live and work in different settings;
 - Discover the effects of people on the environment;
 - Appreciate the beauty of the natural world;
 - Come into close contact with aspects of culture and history, both locally and further afield.
- To encourage independent participation in outdoor pursuits and other activities by:
 - Introducing pupils to new experiences and activities;
 - Learning and developing practical skills;
 - Gaining competence in the use of equipment;
 - Acquiring skills in planning and organising;
 - Developing self-confidence.

FIVE STEPS TO RISK ASSESSMENT

The Health and Safety Executive (HSE) which is the government's enforcing body in respect of health and safety legislation have identified the following steps as a basis to risk assessment and most risk assessments are based upon these.

STEP 1: Look for and list the hazards.

STEP 2: Decide who might be harmed and how.

STEP 3: Evaluate the risks arising from the hazards and decide whether existing precautions are adequate or whether further control measures are necessary.

STEP 4: Record the findings

STEP 5: Review the assessment from time to time and revise it if necessary.

This policy will be reviewed annually in line with changes to staffing, visits and the curriculum.