

School Trips

Date	Review Date	Coordinator	
May 13	May 15	Rachel Parker	

We encourage educational visits as we believe they 'offer an invaluable opportunity to enrich young peoples' learning, raise their self esteem, increase their motivation and appetite for learning and raise levels of achievement in many aspects of their life and education.' (Welsh Assembly Government 2008)

An educational visit could be a short term visit in the local community, a day visit further afield or a visit lasting several days at a residential educational centre.

We will ensure that we comply with all Department of Education and Local Authority documentation before any educational visit is authorised.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

Aims

- To provide a clear and coherent structure for the planning and evaluation of educational visits in order to enhance the curricular and recreational opportunities for pupils.
- To work with other schools to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- responsibility to ensure that the school complies with all health and safety regulations and procedures;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring policies are made available to parents;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

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The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- be responsible for the sanctioning and authorizing of all educational visits whatever the duration or purpose;
- ensure that the Educational Visit Coordinator and Party Leaders have appropriate training and are sufficiently competent and experienced;
- monitor the effectiveness of this policy;
- report to the Governing Body on the success and development of this policy

Role of the Educational Visit Coordinator

The Educational Visit Coordinator will:

- undertake appropriate training and is competent and experienced to undertake the role;
- ensure that all documentation is in place before the Visit Plan can be authorised by the Headteacher and Governing Body;
- review the planning, documentation and competence of the Party Leader before recommending the authorisation of any educational visit;
- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated governor;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy

Role of Party Leaders

Party Leaders will ensure the following is in place before any visit is authorised:

- a Risk Assessment(s) based on a pre-visit;
- the nature, purpose and length of the visit;
- accommodation details;
- the year group and pupil numbers;
- pupil names;
- contact details;
- emergency contact details;
- parent consent forms;
- medical records;
- the number of adults;
- CRB checks of parent helpers;
- adult pupil ratio;
- insurance;
- costings of the visit;

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- coach firm and contact details;
- travel arrangements;
- itinerary of visit;
- medical and first aid;
- mobile phone available;
- emergency procedures;

Role of Other Supervising Adults

The party leader will ensure that all supervising adults are:

- trained in supervisory procedures for educational visits
- allocated a group of named pupils
- given pupil information
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions;
- report any concerns they have on any aspect of the school community

Risk Assessment Procedures

Risk Assessments will be completed on preliminary site visits and will cover:

- What are the hazards?
- Who might be affected by them?
- What safety measures are needed to reduce risks to an acceptable level?
- Can the party leader put the safety measures in place?
- What steps will be taken in an emergency?

We will use or adapt risk assessments that have been produced by venues who provide instructor led activities.

A risk assessment of the mode/s of transport will be undertaken.

Recommended Adult Pupil Ratios

We will use the following adult pupil ratios (England):

Primary Schools	Secondary Schools
1:10-15	1:15-20

Authorisation of Educational Visits

The Headteacher will:

- authorise all short term or day educational visits;
- seek the approval of the Governing Body and the Local Authority for a residential visit

Role of Parents

Parents will:

- be informed of all educational visits by the school and will be given full detailed information of the visit;
- complete a standard parental consent form before their child attends an educational visit so that medical conditions, allergies and special dietary needs are covered;
- submit current emergency contact details before an educational visit takes place;
- be invited to attend all planning and information meetings held by the school before any residential or overseas visit takes place;
- be subjected to a Disclosure and Barring Service criminal records check before they take on the role as a volunteer helper/supervisor on a residential educational visit;
- undertake training in the above role;
- be allocated named pupils during the visit;
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- hand in homework on time;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school;
- be asked to take part periodic surveys conducted by the school

Planning & Information Meetings

Parents will be invited to attend a planning and information meeting before any residential visit takes place.

Parents will be informed of the following by letter:

- the name of the group leader
- the names of the deputy leader and other staff
- the names of parents accompanying the visit
- the ratio of pupils to adults
- the dates and time of departure and return
- the full contact details of the destination
- the method/s of travel
- the name of the coach firm/travel company
- the itinerary of the educational visit and of the activities planned
- the total cost
- the date when the deposit needs to be paid and when the final travel cost has to be paid
- insurance arrangements
- pupil medical and dietary information
- checklist of clothing and other essentials
- checklist of equipment
- details and advice of pupil pocket money
- ground rules for the visit

Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- abide by the ground rules and the standards of behaviour for the educational visit
- know which adult is responsible for them
- look after their possessions and spending money
- learn to take pride in their work;
- produce work of a high standard;
- listen carefully to all instructions given by the teacher or volunteer;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- hand in homework properly completed and on time;
- wear correct uniform
- liaise with the school council;
- take part in questionnaires and surveys

Role of the School Council

The School Council will be involved in:

- determining this policy with the Governing Body;
- discussing improvements to this policy during the school year;
- reviewing the effectiveness of this policy with the Governing Body

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- give consent before any educational visit involving their child takes place;
- provide all relevant medical information and up to date contact details for their child;
- receive from the school all relevant information regarding the planned educational visit takes place

Training

The Educational Visit Coordinator will:

- undertake training organised by the Local Authority;

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- train all Party Leaders and volunteer helpers
- ensure all school personnel have equal chances of training, career development and promotion;
- ensure all school personnel are kept up to date with new information and guide lines concerning equal opportunities

Financial Arrangements

The school office will act as 'treasurer' and will collect all monies from parents/carers and will pay all bills.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the school website
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters

Equality Impact Assessment


Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

Headteacher:		Date:	9/5/13
Chair of Governing Body:		Date:	

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Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy ()	New/Proposed Policy (✓)	Updated Policy ()
			✓	

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community
	✓	✓	✓	✓	✓		✓

Question	Equality Groups																		Conclusion							
	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Yes	No
Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS			
Does or could this policy have a negative impact on any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'yes' or 'not sure'	
		✓			✓			✓			✓			✓			✓			✓			✓			✓
Does or could this policy help promote equality for any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'	
	✓			✓			✓			✓			✓			✓			✓			✓				✓
Does data collected from the equality groups have a positive impact on this policy?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'	
	✓			✓			✓			✓			✓			✓			✓			✓				✓

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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Preliminary EIA completed by	Date	Preliminary EIA approved by	Date

Policy Evaluation

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Points to be considered	Yes	No	N/A	Please supply evidence
• Policy annually reviewed				
• Policy in line with current legislation				
• Coordinator in place				
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• Coordinator carries out role effectively				
• Headteacher, coordinator and nominated governor work closely				
• Policy endorsed by governing body				
• Policy regularly discussed at meetings of the governing body				
• School personnel aware of this policy				
• School personnel comply with this policy				
• Pupils aware of this policy				
• Parents aware of this policy				
• Visitors aware of this policy				
• Local community aware of this policy				
• Funding in place				
• Policy complies with the Equality Act				
• Equality Impact Assessment undertaken				
• Policy referred to the School Handbook				
• Policy available from the school office				
• Policy available from the school website				
• School Council involved with policy development				
• All stakeholders take part in questionnaires and surveys				
• All associated training in place				
• All outlined procedures complied with				
• Linked policies in place and up to date				
• Associated policies in place and up to date				
A statement outlining the overall effectiveness of this policy				