



V1.0

# POLICY: EDUCATIONAL VISITS

OCTOBER 2016

## Assunnah Primary School

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# Educational Visits Policy



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<b>Policy Title</b>	Educational Visits Policy				
<b>Issue Date</b>	October 2015	<b>Review Due</b>	October 2016	<b>Version</b>	2.0

## Mission Statement

As-Sunnah Primary school is an independent, selective, faith-based Muslim School. We strive to offer a holistic education cultivating growth along spiritual, moral, emotional, intellectual, physical and communal dimensions. Our aim is to positively orient our students towards realising their full potential as exemplary contributors to our society, in actively promoting fundamental universal values.

We are against radicalisation that leads to unjust acts of violence and the violation of fundamental universal values. We encourage peaceful but effective communication, dialogue and interaction with all parties who are keen to working towards achieving common goals of goodness.

## Expectations

The policies for the school are provided by the school leadership comprising of the governors, school manager, headteacher and deputy headteacher.

Assunnah Primary School is a unique Islamic School that is committed to maintaining an environment within the framework of Islamic principles and striving to achieve academic excellence and perfection of character.

In order to achieve this the school leadership expects that all staff, parents and guardians fully comprehend and adhere to the policy in full as specified in their employment contract, terms of agreements and handbooks.

## Purpose

In keeping with our ethos this policy serves to ensure that all students are able to learn and develop. The policy represents a framework for all those involved in helping students to develop academically, spiritually and physically. It also acts as a guide for parents and guardians. Our objective is to provide a flexible but balanced curriculum which meets the need of all our students.

<b>Introduction</b>	1	<p>Assunnah Primary School is committed to providing educational school visits as an essential resource and positive tool to enhance and develop learning, develop individuals, stimulate pupils' imaginations, bring learning to life, build a sense of community and provide an experience to the local and wider world to our pupils as they begin their learning journey.</p> <p>As our pupils move through the school, educational visits will be arranged to complement the breadth of the curriculum and to emphasis aspects of the programmes of study. It is essential that visits take place with the highest regard for their safety and welfare of our pupils.</p> <p>This policy has been developed to inform all those involved as to what Assunnah Primary School expects when proposing an educational visit.</p>
<b>Definition</b>	2	<p>This policy refers to occasions in which staff and pupils are involved in such activities as;</p> <ul style="list-style-type: none"> <li>• Day visits to such establishments as museums, places of historical interest, galleries</li> <li>• Day visits to such establishments as charity drives, exploration challenges and team building activities</li> <li>• Off-site sporting sessions including swimming sessions;</li> <li>• Visits to the local library;</li> <li>• Residential visits and visits abroad.</li> </ul>
<b>Roles and Accountability</b>	3	<p><b>3.1 Headteacher (HT)</b></p> <p>The headteacher and deputy headteacher assumes ultimate responsibility for all educational visits in conjunction with the chair of governors. He or she shall-</p> <ul style="list-style-type: none"> <li>• Give approval for local and day visits;</li> <li>• Ensure that all staff, pupils and volunteers are appropriately trained, experienced and briefed;</li> <li>• Ensure that all visits are appropriate for the suggested group of people and has an education value.</li> <li>• HT may decide that approval at school level can be given by the EVC.</li> </ul> <p><b>3.2 The Governing Body</b></p> <p>Where the governing body is the employer, they have the responsibilities to-</p> <ul style="list-style-type: none"> <li>• Be informed about proposed visits at an early stage in the planning procedure;</li> <li>• Ensure that the visit has a stated educational visit;</li> <li>• Make sure that plans comply with regulations and guidance.</li> </ul> <p><b>3.3 Education Visits Coordinator (EVC) (Safia Miah)</b></p> <p>The EVC should:</p> <ul style="list-style-type: none"> <li>• Act as a contact point for the school on any educational visit issue;</li> <li>• Ensure that sufficient appropriate and competent staff are available. One teacher should be designated as the Group Leader and take overall responsibility for the conduct of the visit;</li> <li>• Organise induction, training or briefing for specific visits, if applicable;</li> <li>• Work with the group leader to develop an emergency procedures plan. This should be done after considering what additional help may be needed (Risk Assessment). The plan should include a school contact and parental contact details;</li> <li>• Ensure that thorough risk assessments have been carried out and written down. This includes generic risk assessment for certain environments and site specific risk assessments;</li> <li>• Keep records of visits including evaluations, accident reports and monitor procedures and practice;</li> <li>• Inform HT of the conclusions of evaluations</li> <li>• Ensure that newly qualified teachers are accompanied by experienced staff or EVC for first-time educational visits</li> </ul> <p><b>3.4 Group Leaders</b></p> <p>The group leader shall-</p> <ul style="list-style-type: none"> <li>• Take overall responsibility for the planning and organising of educational visits. In the case of newly qualified teachers, it is necessary for an experienced staff member or EVC to take the responsibility of Group Leader;</li> </ul>

- Take overall charge of staff, volunteers and pupils;
  - Organise a risk assessment review. This includes a generic risk assessment for certain environments and site specific risk assessments
  - Risk assessment reviews shall require the Group Leader to visit the venue using the proposed route of travel.
- Obtain approval for the visit through the HT or EVC and if necessary the Governing Board. Group Leaders shall be aware that –
  - Approval for a trip shall be obtained six week in advance to the date proposed;
  - Travel arrangement shall be made up to four weeks in advance to the date proposed. However this could be earlier in order to secure venue bookings
  - If an application for an educational visit is put forward in less than six weeks in advance to the visit date proposed, the trip may be refused.
- Brief other visit staff and allocate tasks to ensure adequate staff supervision, including first aid cover, is available at all times. Staff and volunteers should be briefed about their roles and responsibilities prior to the trip, which includes-
  - Ensuring parents are adequately informed of their roles and responsibilities;
  - Ensuring parents have adequate means to travel, such as having a valid travel card prior to departure from the school premises;
- Ensure that the proposed visit is suitable for all the pupils involved and that all staff members associated with the proposed trip have details of special educational or medical needs;
- Have in place arrangements that will allow the visit to be stopped if considered necessary for the health, safety or welfare of pupils or staff. This includes contacting the school in the event of any emergency to obtain further advice;
- Inform parents of the details of the visit via letter. This should include details of the environment and activities which are planned as well as the itinerary and cost;
- Obtain parental consent;
- Prepare a document for school, school contact and all staff and volunteers on the visit. this document must contain-
  - The list of pupils who are attending the visit;
  - The name and contact details of all staff and volunteers attending the visit;
  - Group allocations of pupils to staff and/or volunteers
- Inform pupils of what is expected of them during the visit. make sure they understand-
  - What to wear and what to bring with them;
  - Brief details of the travel plans and a reminder of road safety;
  - Take account of local customs and how to behave;
  - Take appropriate levels of their own safety and that of others.
  - Pupils whose behaviour is considered to be dangerous to themselves or other can be excluded from the visit (however, all that is reasonably practicable should be done to manage their behaviour so that they may attend)

### **3.5 Administration Officer**

If so delegated by the HT or EVC, the Administration Officer may organise the following-

- Obtain venue risk assessment (this is **not** the generic or specific risk assessment review, which must be performed by the Group Leader)
- Book tickets in a timely manner in order to avoid the risk of cancellation
- Make payments in a timely manner in order to avoid the risk of cancellation or an increase in price.
- Organise transportation if needed.

#### 4.1 Aims and expectations

When planning visits Group Leaders have a responsibility, in accordance to Assunnah Primary School ethos, to start with a clear and precise identification of educational objectives. All educational visits should have a well-defined curricular or developmental relevance.

*“And it is enough to realize Allah’s beauty when we know that every internal and external beauty in this life and the next are created by Him, so what of the beauty of the Creator?”  
– Ibn Qayyim*

In order to maintain a consistent pattern of development, each class shall have one educational visit per half-term. More trips can be arranged if there is a significant and relevant learning or developmental opportunity

As Assunnah Primary School aims to cater to the needs of all our pupils, visit organisers must ensure that that trips are available to all children regardless of special educational or medical needs, ethnicity or gender.

Group Leaders shall, when submitting a proposal for approval (appendix 1), state:

- The purpose for the visit/ expected learning outcomes;
- The curriculum links;
- Date;
- Expected time for departure and return.

#### 4.2 Trip Categories

During the planning stages of the trip, staff should be aware of the different categories of trips:

- **Category 1:** Visits within the school day or extended day not involving travel outside Greater London and not involving adventures/activities. Category 1 visits need to be approved by the governing body and/or Head Teacher or by the EVC on behalf of the Head Teacher.
- **Category 2:** Visits, which involve a day or extended day visit outside Greater London and not including adventures/activities and/or sea or air travel.
- **Category 3:** Residential visits, overseas visits and visits involving adventurous activities. for Category 3 visits have a number of steps that need to be undertaken including approval from the Local Authority. The Corporate Health and Safety MUST be notified at least 6 weeks in advance.

#### 4.3 Safety , Supervision and Management

Taking into account previous educational visits and the needs of Assunnah Primary School, the following ratios of adult to pupil ratio has been considered appropriate for **Category One, Two and Three visits**

- 1 adult for 2 pupils in EYFS
- 1 adult for 3 pupils in Years 1-3
- 1 adult for 4 pupils in Years 4-5
- 1 adult for 6 pupils in Year 6

Each adult should be aware at all times which children they are supervising. The following points should be taken into consideration:

- Each adult should have access to a list of all pupils and adults taking part in the trip. This shall include the names and contact details of the adult;
- Conduct a head count regularly and particularly when;
  - Moving to a new location;
  - After getting on and off public transport;
- Establish a rendezvous point if necessary;
- That pupils can be identified. This will require that all children are;
  - Wearing the correct uniform with the school logo;
  - Wearing a high visibility jacket, which can be obtained from the school office;
  - Wearing a badge with the school contact details and the child’s name and year

group.

Parents and children need to have clear expectations about the role of helpers on an educational visit. The Group Leader shall brief the pupils and all adult helpers prior to departure from school premises. During this briefing, they must make it clear that:

- Children assigned to groups must stay with adults in charge of that group;
- Children must follow the instructions of any adult helper;
- Adults must supervise their children for the duration of the trip, including on public transport vehicles;
- Adults must be aware of 'Lost Child' procedures.

#### **4.4 Approval of education visits**

- All educational visits must be approved by the HT (or EVC if HT has delegated this responsibility)
- Approval for visits to adventure activities, residential and visits abroad should be submitted to the HT.
- Approval of visits shall be awarded if the visit meets all the above criteria.

#### **4.5 Risk assessment**

It is the responsibility of the Group Leader to organise a risk assessment review as follows:

- **General risk assessment form:** available on the school intranet
- **Specific risk assessment form:** available on the school intranet

Risk assessment reviews shall require the Group Leader to visit the venue using the proposed route of travel.

Risk assessment reviews must be carried out and submitted to the EVC at least X weeks before the proposed day of the trip in order to allow the Group Leader and/or EVC to make changes to travel routes and/or trip venue if necessary.

#### **4.6 Procedures for lost children**

Prior to the trip, children shall be briefed on what to do if they are separated from their group, e.g. they should stand still so that an adult can retrace their step; to inform a uniformed member of staff if there is one nearby, or if a child is left on the train, they should get off the next stop and stand still.

In the event that a child does go missing, the Group Leader must call the register to first ascertain that the child is missing. The Group Leader shall, with the help of another staff member, search the immediate vicinity, retrace steps, ask other children for necessary information and notify any uniformed member of staff.

If the child is not found after 20 minutes, the Group Leader shall call the school to determine whether they have any information. The school shall notify the parents.

The Group Leader shall contact the police after 45 minutes and inform them of the missing child. Group Leaders shall ensure that all relevant information is relayed to the police so that they may take over the search.

When the situation has been resolved, the HT and SLT (and Governing Board if necessary) shall conduct a full investigation to ascertain how the incident occurred and revise the risk assessment procedures as needed.

#### **4.7 Safety and emergency procedures**

If an emergency situation occurs staff should follow the procedures outlined in their risk assessments as necessary. If appropriate then it may be more effective to follow the safety procedures of the trip venue. Staff should in principle be following the guidelines for first aid and or health and safety guidelines

#### **4.8 Evaluation**

		All non-routine activities shall be evaluated using the evaluation form (Appendix X) by the Group Leader and submitted to the EVC within 5 days of return.
<b>Review</b>	5	The governing body reviews this policy regularly. However they may review the policy earlier than this when new regulations or guidelines come into effect or if the governing body receives recommendations on how this policy might be improved.
<b>Other related policies</b>	6	<ol style="list-style-type: none"> <li>1. Safeguarding welfare of children policy (child protection)</li> <li>2. First aid policy</li> <li>3. Health and Safety policy</li> </ol>
<b>Supporting Documents</b>	7	<p>The following documents are to be used in conjunction with this policy, they can be found on the school intranet:</p> <ol style="list-style-type: none"> <li>1. Educational Visit Proposal Form</li> <li>2. General Risk Assessment Form</li> <li>3. Specific Risk assessment form</li> <li>4. Evaluation form</li> </ol>
<b>Sources</b>	8	<ul style="list-style-type: none"> <li>• Health and safety: advice for schools <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335111/DFE_Health_and_Safety_Advice_06_02_14.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335111/DFE_Health_and_Safety_Advice_06_02_14.pdf</a></li> <li>• School trips and outdoor learning activities: Tackling the health and safety myths <a href="http://www.hse.gov.uk/services/education/school-trips.pdf">http://www.hse.gov.uk/services/education/school-trips.pdf</a></li> <li>• Educational Visits and Journeys Guidance for Schools <a href="http://www.haringey.gov.uk/sites/haringeygovuk/files/educational_visits_guidance.pdf">http://www.haringey.gov.uk/sites/haringeygovuk/files/educational_visits_guidance.pdf</a></li> </ul>