



PROGRESSIVE ENGLISH SCHOOL (L.L.C.)

(Approved by the Ministry of Education, UAE, Affiliated to CISCE (ICSE / ISC), New Delhi)

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Educational Visits Policy

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1. Purpose

At PESS we believe that off-site educational visits are essential to our pupils learning and feel that they provide invaluable experience within our curriculum, across all year groups. Visits help to develop a pupil's investigative skills and longer visits in particular encourage greater independence. We provide a diverse range of visits for both educational value and enrichment of our pupils. Visits may fall into the following categories: overnight stay away from home.

2. Aims

Through this policy we aim to:

- Ensure that pupils stay safe and healthy on School visits.
- Ensure that trips are planned appropriately with the pupil's best interests at heart.
- Ensure all stakeholders understand their responsibility in relation to the smooth running of trips.
- Give guidelines to manage situations that could arise on trips.

3. Procedures

3.1 Consent for visits

All parents/ carers are invited to sign a one-off consent form which stays with their child for their School career. By giving consent, parents are willing to allow their child to attend any visit organised by the School. Parents/ carers must always be given written information and confirmation of any visits taking place. Any child whose parent / carer is unwilling to give one off consent must return written consent for every visit taking place. It is the group leader's responsibility to ensure consent has been granted for every child taking part in an educational visit prior to leaving the School premises.

3.2 Roles and responsibilities

- Satisfy themselves that risk assessments are being carried out for visits.
- Ensure that appropriate safety measures are in place.

The role of the Principal/ Vice-Principal / Assistant Principal is to:

- Ensure adequate support is provided to all staff conducting educational visits.
- Be available in the case of an emergency.
- Ensure there is adequate and relevant insurance cover.
- Confirm the date and enter into the School diary, ensuring adequate cover where needed.

The role of the Assistant Principal i/c Trips is to:

- Ensure the risk assessment has been completed and appropriate safety measures are in place including;
 - o Adequate first aid provision is available,
 - o Arrangements have been made for the medical and special educational needs of all pupils,
 - o Adequate child protection measures are in place,
 - o Appropriate ratio of supervisors to pupils,
 - o The group leader is adequately competent and familiar with the visit.
- Ensure all staff are trained competently in conducting a visit.
- Approve trips taking place.
- Question group leaders to ensure the visit has been carefully planned. ● Provide advice and guidance where needed.
- Actively source new locations for Educational Visits..

The role of the Group Leader One teacher, the Group Leader, should have overall responsibility for the supervision and conduct of pupils during the visit this includes the health and safety of the group at all times. The Group Leader should have been appointed or approved by the Principal. Their role is to:

- Obtain prior approval from the Principal and Assistant Principal i/c Trips before any visit takes place.

- Follow guidelines in both this policy and risk assessments.
- Undertake and complete a risk assessment, this could include conducting a pre-visit of the location; this includes ratios, first aid, child protection and contingency plans.
- Ensure consent forms are valid for every child.
- Ensure all teachers, supervisors, parents and pupils are fully briefed on the visit prior to leaving School.
- Ensure the group leader, group supervisors and nominated School contact to have the names of all the adults and pupils travelling in the group, and the contact details of parents and the teachers' and other supervisors' next of kin.
- Complete an evaluation of the visit.

The role of other teachers on visits is to:

- Follow the instructions of the Group Leader and help with control and discipline.
- Consider stopping the visit or the activity, notifying the Group Leader, if they think the risk to the health or safety of the pupils in their charge is unacceptable.

The role of support staff, parents and carers acting as supervisors is to:

- Ensure the health and safety of everyone in the group. • Follow the instructions given by the group leader/ School staff.
- Speak to the group leader / School staff if concerned at any point during the visit. The responsibility of the pupils is to:

- Follow instructions from the group leader, School staff, and supervisors including those at the venue of the visit.

- Dress in School uniform (unless directed otherwise).

- Behave in a sensible and responsible manner. • Avoid unnecessary risks; looking out for anything that may hurt or threaten the group and communicating this to the group leader/ supervisor.

The role of the parent is to:

- Provide the group leader with emergency contact details.
- Sign the consent form (one-off or repeated).
- Communicate information to the group leader regarding their child's emotional, psychological and physical health.

3.3 Behaviour

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 wherever possible. Parents should be able to make an informed decision on whether their child should go on the visit. Any child who does not attend a visit should still attend School. The Group Leader should ensure that parents are given sufficient information in writing and are invited to any briefing sessions. The Group Leader should also tell parents how

they can help prepare their child for the visit by, for example, reinforcing the Schools behaviour expectations. The School reserves the right to prevent any child taking part on a School trip or visit if it believes the child to be a health and safety risk. A child may also be withdrawn from a trip at any point if there are behavioural issues that are considered to be a health and safety risk. Trips are open to all students who meet and exceed the School's expectations with regard to behaviour, attendance, punctuality and attitude to staff and students.

3.4 Planning

Whether the visit is to a local park, museum or theme park, it is essential that formal planning takes place. This involves considering the dangers and difficulties which may arise and making plans to reduce them. The planning of a trip is the responsibility of the group leader but must be signed off by the Assistant Principal i/c Trips and the Principal. Planning a trip involves several stages and these are outlined with timings below:

1. At least 4 weeks before trip- speak to the Assistant Principal i/c Trips and check availability of dates.
2. Submit a completed Educational visit request form submitted to the Assistant Principal i/c Trips prior to booking venue/travel.
3. Once approved The trip leader arranges for the venue and travel to be booked.
4. At least 3 weeks before t h e visit- group leader to conduct pre-visit (If possible) and complete Risk Assessment to be stored on the cloud for future visits.
5. At least ten days before- Parent letters to be sent out and consent obtained for children without one-off consent. All monies to be collected before the trip takes place.
6. On the day- brief all staff on risk assessment and ensure all emergency details are shared.

An assessment should be completed by the Group Leader well before the visit and should be approved by the Assistant Principal i/c Trips. It is based upon the following considerations:

- What are the hazards?
- Who might be affected by them?
- What safety measures need to be in place to reduce risks to an acceptable level?
- Can the Group Leader put the safety measures in place?
- What steps will be taken in an emergency?
- communication arrangements;
- supervision ratios;
- contingency measures for enforced change of plan or late return;
- information to parents;
- preparing pupils;
- emergency arrangements.

Ratios It is important to have a high enough ratio of adult supervisors to pupils for any visit. The factors to take into consideration include;

- sex, age and ability of group;
- pupils with special educational or medical needs;
- nature of activities;
- experience and competence of adults in off-site supervision;
- duration and nature of the journey;
- type of any accommodation;
- requirements of the organisation/location to be visited;
- competence and behaviour of pupils;
- First aid cover.

Staffing ratios for visits are difficult to prescribe as they will vary according to the activity, age, group, location and the efficient use of resources.

Group Leaders should assess the risks and consider an appropriate safe supervision level for their particular group. In addition to the teacher in charge, there should be enough supervisors to cope effectively with an emergency. With this in mind, it is advisable to have a spare adult that is able to assist in an emergency, so that no adult is left alone with a single child.