



THE  
**WHITE  
HOUSE**  
PREPARATORY SCHOOL

The White House Preparatory School  
and  
**Woodentops Nursery**

**PREP SCHOOL and EARLY YEARS**

**SCHOOL TRIPS POLICY and PROCEDURES**

Parents send their children to school with the expectation that the school provides a secure environment in which their children can flourish.

**1. The purpose and value of school trips**

Much attention is given to the quality and effectiveness of the learning opportunities offered to children and young people and the strategies used to promote best practice. Attempts to enhance learning and provide realistic situations to use and apply knowledge, skills and understanding are at the forefront of good practice. Learning embraces the exciting and stimulating environments that are provided outside of the classroom and beyond the school gates. Where these opportunities are well planned and structured, the values have been shown to be clear.

The children have the opportunity to:

- use and apply their knowledge and understanding outdoors, in a different and often more stimulating environment.
- focus on specific environments, from geography trails to problem solving and team challenges, to develop their organisational, team working and leadership skills.
- develop an awareness and understanding of environmental and sustainability issues, through fieldwork studies.
- raise their awareness and understanding of the wider safety issues through opportunities to become involved in risk assessment and risk management.
- learn new skills.





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- reinforce existing skills and knowledge by putting theory into practice and through interaction with others.
- enjoy the experience and learn from it.

## 2. **The aims and objectives of learning across and beyond the curriculum**

### Developing key skills

- Using and applying knowledge, skills and understanding in different, realistic and exciting contexts.
- Developing the ability to work co-operatively.
- Developing the ability to communicate successfully.
- Showing initiative and a positive attitude.
- Showing greater independence, moving towards self-reliance.
- Becoming increasingly risk aware and increasing understanding and independent action.

### Raising achievement by boosting self-esteem and motivation

- Raising self-esteem through successful participation and enjoyment.
- Developing a positive attitude to learning.
- Helping demonstrate strengths and understanding of limitations.
- Encouraging responsibility.
- Improving behaviour.
- Addressing disaffection.

### Developing social education and citizenship

- The ability to work with others, accept and support them, building relationships.
- Learning to tolerate others and respect their views – understanding equal opportunities.
- Learning to accept the consequences of their own actions.
- Learning to defend their own point of view.
- Encouraging a commitment to voluntary service.
- Exploring attitudes and values they will carry into adult life.

### Promoting education for sustainable development

- An appreciation of the natural world as a source of interest and





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challenge.

- A concern for living things.
- An understanding of the need for interdependence between people and environment.
- Recognition of the effect of present actions on the future.
- An increasing ability to access evidence and make personal decisions.

Promoting health and fitness and a positive use of leisure

- Developing a positive attitude to physical activities and a healthy lifestyle.
- Developing and experiencing physical fitness and well-being.
- Achieving success in physical activities.
- Developing self-respect and self-discipline and the ability to cope with adversity.

### 3. Understanding the risks

Serious accidents during educational visits and adventurous activities are rare because they take place in controlled and safe environments.

However, when school visits or ventures go wrong they have the potential to be more acute for the children and staff, also have the further potential to attract media and therefore wider attention which may adversely impact on the children, parents and staff of the school. Therefore we adopt a realistic and balanced view.

The key roles and responsibilities of the School, the Principal, the Headteacher, Trip Leaders and support staff / helpers, when taking children on out of school activities are set out in this policy.

We have a duty to ensure that:

- we make our children more risk aware and able to manage themselves.
- parents and others with that responsibility are:
  - ❖ made fully aware of the risks involved in educational visits and adventurous activities.





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- ❖ shown how these risks are managed.
- ❖ informed of what strategies are to be put in place to make them manageable.
- once this information is in place, parents are able to make an informed decision about giving their consent.

Explanation and parental consent does not remove the responsibilities of the School and the Principal under health and safety law, as the corporate parent.

#### **4. Equal opportunities and inclusion**

Everyone concerned needs to ensure every effort is made to include all children. The challenge is to make these activities available and accessible in some form to all who wish to participate or are required to take part. This would be irrespective of their protected characteristics which include special educational or medical need, disability, ethnic origin, sex or religion.

It needs to be remembered that this must be done whilst maintaining the safety of all those concerned, the integrity of the activity and the ability to manage the visit or venture. These are significant factors to be managed, which may over-ride other considerations.

#### **5. Establishing the educational value of all visits and activities**

All activities organised through the School are expected to have a clear educational value. It is important this is identified and understood by everyone concerned, so that:

- high expectations are set and codes of behaviour agreed.
- roles and responsibilities are clearly identified and determined.
- appropriate strategies are used to realise the aims.
- parents and others are fully informed of the nature of the venture.

The Principal, the Headteacher, Manager, Trip Leaders and teachers must each, in their own way, satisfy themselves that the appropriate strategies are in place to make them happen. At an appropriate stage, aims, objectives and expectations should be shared with the group. Without such a focus, the key elements of the venture and its full potential are unlikely to be realised. The more positively they are thought through and planned for, the





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more successful the outcomes.

## 6. Health & Safety regulations

Everyone involved in working with children is aware of the importance of health and safety. Quite simply, nobody would want any harm to come to anyone involved in an educational visit, off-site venture or adventurous activity.

The position is not complicated. Whilst the Principal and the Headteacher all have particular responsibilities, it is a responsibility shared by everyone within the school.

## 7. Individual responsibilities for visits

### **The Principal and Headteacher and Manager in the Nursery**

This is the key role for ensuring that the management of visits and ventures meets all regulations and conforms to the school's health and safety policy.

This management process complements and encourages the development of a clear picture of expectations and standards that can be achieved by making the most of the positive learning opportunities presented.

Any delegation of responsibilities must be done with a clear rationale, derived from a good knowledge of the people concerned; the visits and activities; the aims and objectives; and the risk assessments you require.

### **The Trip leader**

This is the person with overall responsibility for the risk assessment, pre-visit administration, programme, supervision and conduct of the trip. They have a critical role in supporting the health and safety and good practice support system and should understand their own responsibilities and those of the other people in the process who contribute to their support, success and confidence.

### **Members of the group with specific responsibilities**

These people will assist the Trip Leader in all their tasks and activities and will need to demonstrate person specific, pastoral, technical and management expertise.





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**The list of responsibilities and competencies for the members of the group will need to be supplemented according to circumstances.**

**Responsibilities of the children**

All groups are made as aware and active in the process of managing the visit or venture as they can be. Therefore

- Procedures, group and supervision strategies must be explained and understood.
- Individual and group responsibilities need to be made clear to the children, as well as the rewards and sanctions for ensuring they are kept to.
- Good behaviour, agreed by the group, is a key component of educational visits e.g. communication, behaviour, dress, group supervision and “down time”.
- Everyone should be as risk aware as is realistic.

If necessary, individual behaviour contracts may be agreed in advance with the children and their parents. Any children whose behaviour may be considered to be a danger to themselves or to the group may be stopped from going on a visit. The curricular aims of the visit for these pupils should be fulfilled in other ways wherever possible.

**8. Approval systems: See Appendix 1**

The Headteacher (or Manager in the Day Nursery) is responsible for approving all visits or ventures that take place. For the purpose of the White School Prep School, the Head Teacher is the Educational Visits Co-ordinator (EVC). Before approval is given, information is gained from the Centres/Providers of the activities to ensure that health and safety, risk assessment and operating procedures are in place.

Centres/Providers will be checked for their appropriateness, their leader’s qualifications and basic operating procedures and all relevant and appropriate details. These checks will be carried out annually where repeat visits are planned. Trip Leaders are expected to have personal familiarity with the journey and venue(s) whether through a pre visit or briefing from a colleague who has made the same visit recently.





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**9. School trips insurance**

The school has its own insurance and regard for this will be given at all times. If there is any doubt about cover (e.g. relating to the nature of the activity) then the insurer should be contacted for clarification. This will be done by the school office or trip leader as agreed.

For residential trips, the insurance of the residential centre/group must be checked to ensure cover is in place especially if the trip involves any potentially hazardous activities.

When a trip takes place away from the UK, the school's insurance will be checked as will the full and comprehensive travel insurance offered by the booking agent. A decision will be made as to what insurance will be required and who is the best provider in the circumstances – often this will be the booking agent/group.

**10. Risk assessment and risk management (See Appendix 1)**

That they are legal requirements reflects that risk assessment and risk management are good practice and essential for any trip from the planning stage to the return to school.

“Working in the outdoors” encompasses many activities, from using the local environments as an ‘outdoor classroom’ through to taking part in recognised ‘hazardous’ activities. They use an exciting and stimulating environment to promote learning and personal development. The aim of personal development and increasing self-reliance does not reduce the need for proper assessment, preparation and ongoing management of each and every perceived hazard (significant or otherwise) at every stage of the trip..

The process of risk assessment involves the Trip Leader and the team in:

- looking for and at the hazards involved.
- identifying and assessing the risks.
- deciding what control measures need to be put in place to eliminate or minimise the risk.





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The risk assessments are carried out before the visit, during and after the visit to ensure that the assessment is still relevant. This information is disseminated by the Trip Leader to ensure that everyone learns and shares the information gained from visits and ventures.

## 11. Supervision

Supervision is a key element in the success of any trip. It will determine not only the health and safety of the children and their leaders, but also the quality of the overall experience, enabling learning to take place as well as allowing all those concerned to enjoy the experience and derive satisfaction from it.

Good supervision requires everyone involved knowing the strategies to be used and their roles and responsibilities, as well as having a clear picture of the expectations placed upon them. It is a team effort and shared responsibility, based on small manageable tasks and relationships building into a larger successful system and partnership.

The key principle is that children are supervised at all times.

- For all outings children will not be allowed to wander around unsupervised, an adult presence is required at all times.
- For residential trips children must be briefed how they might access help from teachers during the night.

The ratio of responsible adults to children for trips is determined by the risk assessment carried out by the Trip Leader, and the following provides guidelines which must be followed unless there is forethought and planning as to appropriate alternatives which is only in exceptional circumstances:

- ( 1 : 2 ) In Day Nursery under 2s**
- ( 1 : 3 ) in Day Nursery 2-3**
- ( 1 : 4 ) in Day Nursery 3+**
- ( 1 : 4 ) in the Early Years,**
- ( 1 : 6 ) in Years 1 – 2,**
- ( 1 : 10 ) in Years 3 – 6.**

## 12. Communicating with parents or persons with parental responsibility







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Communication with parents will be clear, as full as required and interactive, so that questions can be asked and queries answered. Parents' consent to a visit or venture should be based on a good understanding of the purposes, nature and programme for a visit or venture.

Parents should be kept informed of any off-site activity (simply defined as outside the school or school gates).

### **13. Safeguarding/Child protection**

Safeguarding and Child Protection apply at all times reflecting that all children have the right to be protected from harm. Educational visits, off-site and residential activities, provide a stimulating learning, environmental and, in many cases a different and more relaxed or interactive environment.

The School is committed to ensuring that:

- Safeguarding/child protection procedures are followed at all times and risk assessed as necessary in the trip planning.
- Ensuring clear lines of communication and effective liaison between staff managing and supervising this work.
- Ensuring clear lines of communication and effective liaison between all agencies responsible for the safety and welfare of children.
- Enabling children to understand their rights, that they are able to recognise any issues and respond to them appropriately thus avoiding or mitigating against any potential unsafe situations.
- The policy and procedures of the School's Safeguarding and Child Protection Policy are fully implemented.

### **15. First aid**

The School's Health and Safety Policy ensures that, as far as possible, the schools are an accident-free environment. The same standards apply to off-site, including all forms of visit and ventures. The provision of a first-aider does not prevent accidents, but it is an important part of the control measures that follow risk assessment. The school will adhere to the Early Years Early Stage Guidelines.

- The School provides adequate and appropriate equipment, facilities





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and personnel at its locations to enable employees, pupils and visitors to be given first aid.

- Decisions about the deployment of first aiders on visits and ventures are based on risk assessments, which consider:
  - ❖ the hazards in any environment and the risk they present.
  - ❖ any generic policies in place.
  - ❖ the group and its needs (including medical).
  - ❖ the leaders and activities to be undertaken.
  - ❖ the transport arrangements.
  - ❖ the remoteness of any location and the ability to summon support.
  - ❖ what first aid qualifications and experience are available at the trips providers locations / centres.
  - ❖ the history of any incidents or accidents in similar contexts.
- Cover is proportional to the risk, rather than to group numbers or similar criteria.

## **16. Recording and reporting incidents and accidents**

Accidents to children, leaders and volunteers will be recorded or reported in accordance with the established procedures.

All accidents and emergencies will be recorded, no matter how minor in accordance with the schools First Aid Policy. Any serious injuries must not only be recorded but also reported to the person nominated as RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995). This person will normally be the Principal or Headteacher. The types of injuries that must follow these procedures are:

- fractures, other than to fingers, thumbs or toes.
- dislocation of the shoulder, hip, knee or spine.
- loss of sight (temporary or permanent).
- chemical or hot metal burn to the eye or any penetrating injury to the eye.
- injury or illness resulting from an electric shock or electrical burn leading to unconsciousness or requiring resuscitation or admittance to hospital for more than 24 hours.
- any other injury leading to hypothermia, heat-induced illness or





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unconsciousness or requiring resuscitation or requiring admittance to hospital for more than 24 hours.

In the case of a serious injury, the parents and the Headteacher will be informed as soon as possible.

**17. Transport**

Transport arrangements are an essential part of school visits or ventures. The school uses public transport within London for trips for Years 3 – 6 most usually over-ground. Where possible and if appropriate, the school minibus is used for class trips; designated members of staff with the relevant driving experience are insured to drive the minibus. The School's list of approved coach companies provide most of the local off-site road transport services when use of the school minibus is not appropriate. Where off-site visits and ventures involve long distance travel by road, it may be necessary for the Trip Leader or school office to contact other coach companies or other travel providers.

**The use of private cars:** Private cars must not be used for any trip involving children unless specific permission has been given by the Principal or Headteacher which will be in exceptional circumstances only. If private cars are used to transport children, they will not be covered under the school's insurance.

Some insurance companies regard this type of use as for business purposes, which may be outside the use permitted by the car owner's policy. The vehicle must not be used if adequate cover and parental permission cannot be confirmed.

**18. Procedure where a child is lost on an outing – see lost child procedure (Appendix A for those relating to trips).**





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<b>Policy will be reviewed annually</b>			
Policy reviewed:	Sept 16	By:	Headteacher
Policy reviewed:	Sept 17	By:	Headteacher
Policy reviewed:	Sept 18	By:	Headteacher
Policy reviewed:	Sept 19	By:	Headteacher
Policy reviewed:	Sept 20	By:	Headteacher
To be reviewed:	Sept 21	By:	Headteacher



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