



Banana Island School

A Happy School with High Expectations

Field Trip Risk Management Policy

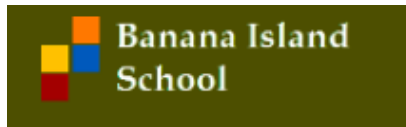
January 2022

First Implementation Date January 2021

Review period | Annual

Date last reviewed January 2022

Responsible person Mr Brad Sailes



PURPOSE

Teachers who plan to conduct any activity outside of the Banana Island School site will follow this risk management procedure. Educational field trips will be planned in good time as part of the curriculum. It is good practice for experienced group leaders to work through the processes with less-experienced colleagues as part of their professional development.

On occasions, an additional visit may be suggested for specific year group(s) of students to take advantage of a new venue that has opened or a short/medium-term opportunity) which would involve risk management procedures to be implemented more quickly. It is important that these procedures are still followed conscientiously in such circumstances.

The first stage is to identify the educational outcomes of the planned visit and seek permission from the Head Teacher to investigate the costs and transport arrangements before the visit can be approved. If the visit leader is not familiar with the proposed venue, he/she should visit the site to observe and establish any risks in person.

The Head Teacher will determine the amount (if any) of parental contribution to the cost of the visit (for example. bus hire and entrance charges) as well as the timing for the visit.

The following steps provide teachers with a structure to ensure consistent identification, assessment and addressing of possible risks.

Step 1. Establish the context

Compose a letter for parents/carers. Answers to the questions below should be included in the Parent's Permission Letter to ensure that you have provided them with sufficient information.

- a) Why are you planning this educational trip?
- b) What are the educational objectives for the trip?
- c) Where are you going?
- d) When is the visit? Will this have any implications for routines for the beginning and/or end of the day?
- e) Who are you going with?
- f) Why are you carrying out the visit with this specific group of students?
- g) What are staff and students going to do during the visit?
- h) Are you seeking parental volunteers to provide a low adult/student ratio for the trip?

Step 2. Review field-trip documentation

Read and/or complete all documents relevant to planning and approval of the off-school site activity. The following documents should be obtained:

- a) Parent/carer's permission. The return-slip should include the name and contact number of the parent/carer or responsible adult and other details the parent/carer wants the teacher to know about their child;
- b) Checklist (attendance and materials required);
- c) Clear educational focus for questions and activities;
- d) Copy of activities to take place including the adult/student ratio;
- e) The group leader should have a school-supplied travel first aid kit.

Step 3. Identify Risks

In a group with students, the teacher(s) will talk about and document potential field-trip risks. Each group member must be thoroughly familiar with the proposed activity/activities.

- a) Everyone in the group should understand expectations during the field-trip and any specific rules to be followed for this particular venue.
- b) Include discussion of student behaviour on and off transport and when moving around the venue, and students' responsibility to represent the School as responsible and well-behaved ambassadors of the community.
- c) A copy of contact details for parents/adults should be left with a senior manager at the School and a specific number identified as an emergency number at the School (this may be a mobile number). The group leader should have a mobile phone for emergency contact by the School and is responsible for keeping the School updated if any delays or incidents occur during the trip.

Step 4. Evaluate the field -trip

Following a field-trip, the group leader will discuss the trip with teacher(s) concerned and write a short report on any lessons learnt for future reference by colleagues planning trips.

Samples of activity sheets used, or hand-outs maps/guidance provided by the venue should be included where relevant.

If any incident or significant delay occurred, it is important that the Head Teacher and senior team review what happened, put in place procedures to mitigate against possible repetition for future visits and amend the relevant policies or guidance.

Steps for organising a trip

1. The main organiser of the trip should inform the Head Teacher of the main trip details, including details such as the targeted number and age of students, relevance to the stated school curriculum and the key activities. Ideally the organisation of trips should be shared throughout the year.
2. The **Field Trip Request Form** should be completed and submitted to the Head Teacher at least **ten days** before the trip is due to take place for a day trip. The school calendar should be updated to indicate the date and approximate timings of the trip. Trips including overnight stays should be planned at least **eight weeks** in advance.
3. Parents should be reminded of the basic trip details and any associated costs/arrangements on a regular basis and in more detail in the last weekly email before the trip takes place. This includes arrangements for children not attending the trip.
4. Full accounts of money collected/paid out must be kept by the teacher organising the trip.
5. Feedback to the Head Teacher should be given upon return to school.