

# Managing transport risks on a day trip to London

## Why make the visit?

Teachers from Poole Grammar School in Dorset took 103 Year 11 pupils to London's East End as part of the Urban Environments aspect of their Human Geography GCSE studies. The purpose of the trip was to:

- view the development of the Olympic Park and sites
- take in the regeneration of the Stratford area around the Excel Centre and Canary Wharf
- assess public transport provision and the issues associated with access to and from the Olympic Park

As well as enabling pupils to consider the social, economic and environmental impacts of the Olympic Park on the surrounding area, the trip provided the opportunity to experience, first hand, the full range and integration of public transport into and around London.



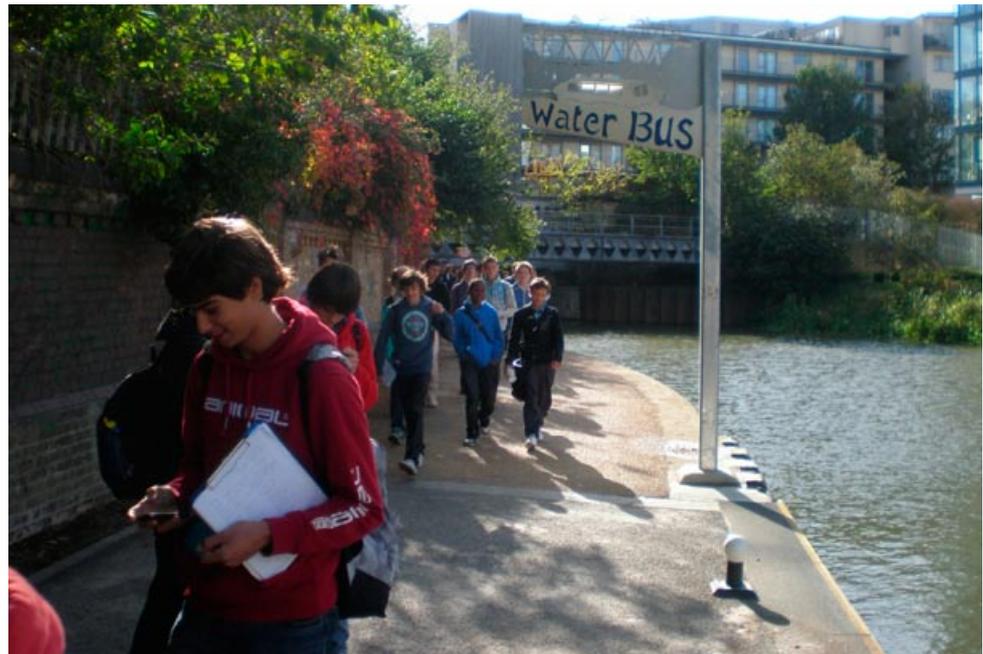
Students on the District Line to Embankment

Getting a large group of pupils through London on different types of public transport was a considerable challenge. It involved using the underground, boats, trains, as well as on foot. But, experiencing these journeys was what helped to make the trip so valuable.

## How did they plan the visit?

Teachers liaised with Field Studies Council (FSC) personnel to review the content of the site visit and made a pre-visit trip to London to confirm details, check the route and itinerary. As part of the planning, they considered:

- travel disruptions
- pupils (and tickets) getting lost or becoming separated from the main group
- pupils becoming ill or how injuries might occur
- the impact of bad weather
- contingency plans



### How did they manage the risks?

Travel arrangements – they used a tried and tested coach firm and identified and used quieter tube stations where possible

Communication – students were: in pairs at all times; told routes in advance; instructed what to do in the event of missing their stop; provided with an emergency mobile phone number; and had spare cash for contingencies

Supervision – teachers supervised pupils in small groups, did frequent headcounts and arranged regular meeting points

Emergency procedures – teachers were also first-aiders and were able to easily obtain student medical information, had that been necessary

Basics – pupils understood their own responsibilities to wear appropriate clothing, to represent the school and to support the teachers to ensure a successful trip without any incidents

### What was the result?

Pupils had a positive, beneficial educational experience: 'A great day out...in my view Stratford was most definitely the right choice for the Olympics'. Jack Purchase, Year 11 Student

Teachers and FSC London East worked in partnership to successfully address the practical challenges of bringing more than 100 young people from Dorset for a day trip to London

Building on the learning from this trip, the school made slight adjustments to the programme for the next visit (October 2011), which involved 125 pupils. It was easier as the hard work had been done

***Ed Gibbs, the Trip Organiser, said:***

'It is always daunting taking such a large group and we are in the hands of the London transport system. I have full confidence in my team of staff who are experienced taking school trips and fully adaptable and capable of dealing with whatever issues arise, as well as knowing the necessary preparation and planning, safety measures and precautions that have been put in place.

'You can never plan for everything and just have to be sensible and adapt to conditions and the situation. Having appropriate safety measures in place, and giving students the necessary information and some responsibility, helps with the smooth running of our trips.'