Trips Policy

Introduction

Gatton Primary School is deeply committed to enhancing learning through experiences beyond the classroom. The school actively promotes a broad and balanced range of educational visits and trips that enrich students' learning and personal development. Each year, a variety of off-site and out-of-hours activities are organized to support the school's educational aims and provide meaningful learning opportunities for all pupils.

Activities may include:

- Regular local visits (places of worship, local area walks, community gardening);
- Day visits for groups;
- Residential visits;
- Adventurous Activities.

Aims & Objectives

This policy outlines the procedures for planning and booking educational visits and trips, with a strong emphasis on ensuring the safety and wellbeing of all pupils. Gatton Primary School is committed to providing enriching learning experiences beyond the classroom that support the school's educational aims.

Planning Visits

It is essential that formal planning takes place before setting off. This involves considering the dangers and difficulties which may arise and making plans to reduce them.

The group leader and other supervisors should monitor the risks throughout the visit and take appropriate action as necessary.

Before booking a visit, the group leader should obtain a written or documentary assurance that the trip site has assessed the risks and have appropriate safety measures in place.

The group leader/trip organiser should take the following factors into consideration:

- The type of visit/activity and the level at which it is being undertaken.
- The location, routes and modes of transport.
- The competence, experience and qualifications of supervisory staff.
- The ratios of teachers to pupils.
- The group members' fitness, competence and temperament and the suitability of the activity.
- The special educational or medical needs of pupils.
- The quality and suitability of available equipment.
- Seasonal conditions.
- Emergency procedures.
- How to cope when a pupil becomes unable or unwilling to continue.

Other considerations which should form part of the planning stage include:

• Communication arrangements.

• Supervision ratios.

• Contingency measures for enforced change of plan or late return.

• Information to parents.

• Preparing pupils.

• Emergency arrangements.

• Arrangements for sending pupils home early.

• Parent Volunteers should be briefed with expectations and the risk assessment by the trip leader.;

Financial Planning
The group leader should ensure that parents have early written information about the cost of the trip. Parents should be given enough time to prepare financially for the trip. This includes travel and any entry fees.

First Aid
On any trip the group leader should have a good working knowledge of first aid and ensure that an adequate first aid box is taken.

It is sensible for at least one person from each group to be a fully trained first aider.

The minimum first-aid provision for a visit is:
• A suitably stocked first-aid box.
• A person appointed to oversee first-aid arrangements.

Other considerations when considering first-aid should include:
• The numbers in the group and the nature of the activity.
• The distance of the nearest hospital.

Supervision – Responsibilities
Staff members must always understand their roles and responsibilities. All staff members should be aware of any pupils who may require closer supervision.

The Trip Leader is always in charge of all aspects of the trip and should be contacted in the case of any emanating issues during the trip. The trip should also satisfy themselves that all adults involved in the trip can manage the role to a satisfactory level.

• One teacher/adult for every five pupils in reception.

• One teacher/adult for every six pupils in years 1 to 3

• One teacher/adult for every 10-12 pupils in years 4 upwards.

The precise ratios for each trip may differ depending on the risk assessment carried out by the Trip Leader(s)

• Regular head counting of pupils should take place throughout the trip, particularly before leaving any venue/mode of transport/arriving at school and prior to dismissal

• The group leader should establish rendezvous points and tell pupils what to do if they become separated from the group.

• For the protection of both teachers and adults, all teachers should ensure that they are not alone with a pupil wherever possible

• The suitability of potential supervisors should be assessed by the group leader and head teacher at an early stage of the planning process. Similar considerations should be made for adults who have no supervisory role but who wish to take part in the visit.

• All adult helpers, including teachers and parent/volunteer helpers, must always understand their roles and responsibilities. Supervisors should be aware of any pupils who may require closer supervision.

Teachers retain responsibility for the group at all times.

• If the school is leading an adventure activity, such as camping, the instructor must be suitably competent to lead or instruct pupils in the activity. Competences should be demonstrated by holding the relevant National Governing Body (NGB) award where it exists.

• All supervisors should carry a list of all pupils and adults always involved in the visit.

• The teacher in charge remains responsible for pupils even when not in direct contact with them. Pupils, particularly in school should be easily identifiable, e.g. wearing school uniform. Pupils should not wear name badges.

• Pupils to wear school ID bracelets.

Preparing Pupils

Pupils who are involved in a trip's planning and organisation, and who are well prepared, will make more informed decisions and will be less at risk. Providing information and guidance to pupils is an important part of preparing for a school trip. Pupils should clearly understand what is expected of them and what the trip will entail. Pupils must understand what standard of behaviour is expected of them and why rules must be followed.

Participation

The teacher in charge should ensure that the pupils can undertake the proposed activity. They should not be coerced into activities of which they have a genuine fear. Pupils whose behaviour is such that the teacher in charge is concerned for their safety, or for that of others, should be withdrawn from the activity. The teacher in charge should consider whether such pupils should be sent home early. Parents and pupils should be told in advance of the visit about the procedures for dealing with misbehaviour, how a pupil will be returned home safely and who will meet the cost.

Information to Pupils

The teacher in charge should decide how information is provided but ensure that children understand key safety information.

Pupils should understand:

• The aims and objectives of the visit/activity.

• Background information about the place to be visited.

• How to avoid specific dangers and why they should follow rules why safety precautions are in place.

• What standard of behaviour is expected from pupils

• Appropriate and inappropriate personal and social conduct.

• Who is responsible for the group.

• What to do if approached by anyone from outside the group.

• Rendezvous procedures.

• What to do if separated from the group.

Emergency procedures

For all residential visits all group members should carry the address and telephone number of the accommodation in case an individual becomes separated.

• Pupils should be aware of who is responsible in any instances where the group leader has delegated responsibility to another member of staff or instructor.

• If at any time there is a change in the planned schedule new activities should be assessed and pupils provided with the appropriate information.

Transport and Pupils

Pupils using transport on a visit should be made aware of basic safety rules including:

• Arrive on time and wait for transport in a safe place.
• Do not rush towards the transport when it arrives.
• Wear your seatbelt and stay seated whilst travelling on transport.
• Never tamper with any of the vehicle's equipment or driving controls.
• Bags must not block aisles or cause obstructions.
• Never attempt to get on or off the moving transport.
• Never lean out of or throw things from the window of the transport.
• Never kneel or stand on seats.
• Never disturb or distract the driver. If you fell unwell, tell a teacher or supervisor.

Pupils should use public transport where appropriate. The mini-bus and coaches may be a possibility depending on the distance.

Pupils with Special Educational and Medical Needs

Every effort should be made to include pupils with special educational or medical needs. Special attention should be given to appropriate supervision ratios, and additional safety measures may need to be addressed at the planning stage.

The following factors should be taken into consideration:

• Is the pupil capable of taking part in and benefiting from the activity?
• Can the activity be adapted to enable the pupil to participate at a suitable level?
• Will additional/different resources be necessary?
• Will additional supervision be necessary? The teacher in charge should discuss the visit with the parents of pupils with SEN to ensure that suitable arrangements have been put in place to ensure their safety.
• Consider making a personalised risk assessment for an individual child if needed.

Pupils with Medical Needs

All teachers supervising visits should be aware of a pupil's medical needs and any medical emergency procedures. If the pupil's safety cannot be guaranteed, it may be appropriate to ask the parent to accompany a particular child.

Parents should ensure all medical information is correct and up to date, this may include:

• Details of medical conditions.
• Emergency contact numbers.
• The child's GP's name, address and phone number.
• Written details of any medication required (including instructions on dosage/times) and parental permission to administer.
• Parental permission if the pupil needs to administer their own medication or agreement for a teacher to administer.
• Information on any allergies/phobias.
• Information on any dietary requirements.
• Information on any toileting difficulties. Special transport needs for pupils who require help with mobility.

Enquiries should be made at an early stage about access and facilities for securing wheelchairs on transport and at residential centres, etc. All teachers supervising the visit should be given the opportunity to talk through any concerns they may have about their ability to support the child. Extra help should be requested if necessary. If teachers are concerned about whether they can provide for a pupil's safety or the safety of other pupils on a trip because of a medical condition, they should seek general medical advice from the School Nurse or the child's parents.

Communicating with Parents

Before residential visits, or when children are to engage in adventure activities, parents should be encouraged to attend a briefing meeting where written details of the proposed visit should also be provided. There should be alternative arrangements for parents who cannot attend.

The following information on matters that might affect pupil health and safety should be given to parents:

• Dates of the visit.
• Visit's objectives.
• Times of departure and return – parents must have agreed to meet their child on return.
• Modes of travel, including the name of travel company.
• Size of the group and the level of supervision.
• Details of accommodation, with supervisory arrangements on site.
• Details of provision for special educational or medical needs.
• Procedures for pupils who become ill.
• Names of leader, of other staff and of other accompanying adults.
• Details of the activities planned.
• Standards of behaviour expected (this information may take the form of a code of conduct which parents should sign).
• What pupils should not take on the visit or bring back.
• Details of insurance taken out for the group as a whole in respect of luggage, accident, cancellation, medical cover, any exceptions in the policy and whether parents need to arrange additional cover.
• Clothing and equipment to be taken.
• Money to be taken. Details on the cost of the visit.

Parental Consent

The school should seek consent for:

•Non-routine visits

Adventure activities

If parents withhold consent absolutely, the pupil should not be taken on the visit, but the curricular aims of the visit should be delivered to the pupil in some other way, wherever possible. If the parent gives a conditional consent, the head teacher will need to consider whether the pupil may be taken on the visit or not.

A parental consent form should be completed for each pupil in the group. Some general issues to consider include:

- Allergies/phobias the pupil may have.
- Any contagious or infectious diseases suffered within the family during the preceding 4 weeks, and any recent illnesses suffered by the pupil.
- Whether the pupil suffers from travel sickness.
- Whether the pupil has any nighttime tendencies such as sleepwalking.
- Any other information which the parent thinks should be known.
- Parental home and daytime phone numbers and addresses. An alternative contact, with their phone number and address.

Early Return

The group leader should tell parents if they will be expected to fund the early return of a pupil whose conduct gives cause for concern on a visit. A written agreement may be necessary.

Pupils' Contact with Parents

The trip leader will contact parents should the need arise.

Planning Transport

The group leader must give careful thought to planning transport. The main factors to consider include:

- Passenger safety.
- Whether the driver holds the appropriate valid licence.
- Number of driving hours required for the journey and length of the driver's day.
- Type of journey – local or will it include long distance driving, i.e. motorways.
- Traffic conditions.
- Arrangements in case of breakdown/emergency.
- Appropriate insurance cover.
- Weather.
- Journey time and distance.
- Stopping points on long journeys for toilet and refreshments.
- If using a bus or coach, ensure they do not any low emission zones including part of Broad water road leading up to Broadwater Primary School.

Supervision on Transport

The group leader is responsible for the party at all times, including maintaining good discipline.

All group members should be made aware of the position of the emergency door and first aid and anti-fire equipment on transport.

Factors that the group leader should consider when planning supervision on transport include:

- Safety when crossing roads – pupils need to know how to observe the safety rules set out in the Highway Code.
- The group leader should make clear to pupils how much or little freedom they have to 'roam'. Appropriate supervision should be maintained at all times.

• Drivers of buses and coaches must comply with legislation covering maximum periods of driving and minimum rest periods.
• Head counts, by the group leader or another delegated teacher, should always be carried out when the group is getting off or onto transport.
• Responsibility for checking that seat belts are worn. Travel sickness tablets should only be administered to a pupil with previous authorisation from the parents.

Residential Visits

Issues to be considered include:
• The group should ideally have adjoining rooms, with teachers' quarters next to the pupils' – the leader should obtain a floor plan of the room reserved for the group's use in advance.
• There must be separate male and female sleeping/bathroom facilities for pupils and adults.
• The immediate accommodation area should be exclusively for the group's use.
• Ensure there is appropriate and safe heating and ventilation.
• Ensure that the whole group are aware of the lay-out of accommodation, it's fire precautions/exits, it's regulations and routine and that everyone can identify key personnel.
• Security arrangements should be in force to stop unauthorised visits.
• The manager/owner of the accommodation should be asked for assurances that the staff, including temporary workers, have been checked as suitable for work with young people.
• There should be drying facilities.
• There should be adequate space for storing clothes, luggage, etc.
• Adequate lighting – it is advisable to bring a torch.
• There should be provision for pupils with special needs and those who fall sick.
• Windows should be secure and electrical connections safe.
• Where possible, pupils should not be lodged in ground floor rooms.
• The fire alarm must be audible throughout the accommodation.
• There should be recreational accommodation/facilities for the group. After arrival at any accommodation, it is advisable to carry out a fire drill as soon as possible.

Emergency Procedures

Teachers in charge of pupils during a visit have a duty of care to make sure that the pupils are safe and healthy. They also have a common law duty to act as a reasonably prudent parent would. Teachers should not hesitate to act in an emergency and to take lifesaving action in an extreme situation. Emergency procedures are an essential part of planning a school visit.
If an accident happens, the priorities are to:
• Assess the situation.
• Safeguard the uninjured members of the group.
• Attend to the casualty. Inform the emergency services and everyone who needs to know of the incident.

Who Will Take Charge in an Emergency?

The group leader would usually take charge and would need to ensure that emergency procedures are in place and that back up cover is arranged. The group leader should liaise with the representative of the tour operator. Pre-arranged School Home Contact The school contact's main responsibility is to link the group with the school and the parents, and to aid as necessary. All those involved in the school trip, including teachers, pupils and parents, should be informed of who will take charge in an emergency and what they are expected to do in an emergency.
Emergency Procedures Framework During the Visit If an emergency occurs on a school visit, the main factors to consider include:
• Establish the nature and extent of the emergency as quickly as possible.

• Ensure that all the group are safe and looked after.
• Establish the names of any casualties and get immediate medical attention for them.
• Ensure that all group members who need to know, are aware of the incident and that all group members are following the emergency procedures.
• Ensure that a teacher accompanies casualties to hospital and that the rest of the group are adequately always supervised and kept together.
• Notify the police if necessary.
• Inform the school contact.
• Details of the incident to pass on to the school should include: nature, date and time of incident, location of incident, names of casualties and details of their injuries, names of others involved so that parents can be reassured, action taken so far, action yet to be taken (and by whom).
• Notify insurers, especially if medical assistance is required. * Notify the tour operator. * *This may be done by school contact.
• Write down accurately and as soon as possible all relevant facts and witness details and preserve any vital evidence.
• Complete an accident report form as soon as possible.
• No one in the group should speak to the media. Names of those involved in the incident should not be given to the media as this could cause distress to their families. No one in the group should discuss legal liability with other parties. The main factors for the school contact to consider include:
• Ensuring that the group leader is in control of the emergency and establishing if any assistance is required from the home base.
• Contacting parents. The school link is the contact between the group and parents. Parents should be kept as well informed as possible at all stages of the emergency
• The reporting of the incident using appropriate forms, if necessary.

After a Serious Incident

It is not always possible to assess whether uninjured group members have been traumatised or whether pupils or staff in school have been affected. Schools in this situation have sometimes found it helpful to contact local community support services and to seek professional advice.

Parent Volunteers for Trips

All parents will have the opportunity to express their interest in volunteering. Please note that the selection of parent volunteers will not be based on a first-come, first-served basis. However, parents must ensure they notify the school by the specified deadline to be considered.

When determining which parents will accompany a trip, the following factors will be considered:

- Previous support provided on school trips or visits and how effective this was.
- Level of parental engagement in school activities and events.
- Specific needs of the trip, ensuring inclusivity and support for all pupils.
- Successful completion of the school's bespoke trips and safeguarding training.
- Already registered as a school volunteer with a valid Gatton issued DBS.

Requirements for Parent Volunteers

To ensure the safety and success of all trips, parent volunteers are expected to:

- Always Follow the school's Safeguarding and Electronic devices Policies and Guidance.
- Attend and adhere to the school's Trip Risk Assessment and any pre-trip briefing.
- Take direction from school staff and work collaboratively.
- Maintain respect, professionalism, and appropriate etiquette.
- Be proactive and demonstrate good communication skills.

While we appreciate the willingness of all parents to support, the criteria outlined above will guide the final selection process.