Christ Church & Holy Trinity CE Primary Schools
Trips Policy
September 2024

Our Christian Vision

In the Parable of the Sower, Jesus Christ tells us that God is like a generous farmer and we are like the soil in which he plants his seeds. At Christ Church and Holy Trinity Schools, we are learning how to be good soil, so that we grow to love God, our neighbour and ourselves and thereby enable every member of our community to flourish. Each day, we endeavour to face up to all that challenges our growth, in order to see with our eyes, hear with our ears and understand with our hearts God's Good News for the world and to cultivate the virtues with which to produce an abundant harvest.

Our Mission

Christ Church & Holy Trinity Schools are dedicated to providing a nurturing environment in which all children have the opportunity to reach their maximum academic and social potential. Excellent teaching, learning and relationships are at the heart of our schools.

Why Have School Trips?

Pupils can derive considerable educational benefit from taking part in trips. They have the opportunity to undergo experiences not available in the classroom; visits help to develop a pupil's investigative skills and also encourage greater independence. They also provide pupils with knowledge and awareness of the world around them and encourage personal and social development.

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.

- 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.

- The need to monitor the risks throughout the visit

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.

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. The head teacher should ensure that banking arrangements are in place to separate the trip's receipts from other school funds.

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 of the group's teachers 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 be in charge of first-aid arrangements.

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

Supervision – Responsibilities
Teachers must understand their roles and responsibilities at all times. In particular, all teachers should be aware of any pupils who may require closer supervision.

<u>Day Trips</u>
EHC SEN pupils, adult/child ratio 1:1,
- Non- EHC SEN pupils, adult/child ratio 1:2
- One teacher/adult for every 8 pupils in years 1 to 3
- One teacher/adult for every 10-12 pupils in years 4 upwards.
- Regular head counting of pupils should take place, particularly before leaving any venue.
- 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. Access NI must be verified 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 understand their roles and responsibilities at all times. 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 canoeing, 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 involved in the visit at all times.
- The teacher in charge remains responsible for pupils even when not in direct contact with them. Pupils, particularly in school years 1 to 3, should be easily identifiable, e.g. wearing school uniform. Pupils should not wear name badges.

Residential Trips

A risk assessment will be carried out prior to the trip and adequate provision made, depending on the individual needs of the SEN pupil and the primary concern of the statement.

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 are capable of undertaking 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 feel unwell, tell a teacher or supervisor.

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 SEN pupils to ensure that suitable arrangements have been put in place to ensure their safety.

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 be asked to supply:

- 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.
- Parental home and daytime phone numbers and address
- 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 Health Service or the child's parents.

Communicating with Parents

Before residential visits, or when children are to engage in adventure activities, parents should be supplied with written details of the proposed visit.

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
Head teachers or group leaders should seek consent for:
• All visits out of school involving pupils in school years 1 to 7.

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 night time 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.

Medical Consent
This should form part of the parental consent form. Parents should be asked to agree to the pupil receiving emergency treatment, including anaesthetic or blood transfusion, as considered necessary by the medical authorities. If

parents do not agree to this, head teachers may decide to withdraw the child from the visit – given the additional responsibility this would entail for the group leader.

Head teachers should consider whether consent should be obtained before pupils can be carried in a teacher's private vehicle.

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 group leader will be in regular contact with parents via our teachers2parents service, which will keep them updated on the adventures, progress and wellbeing of the group.

Parents will have a number to ring for information in the event of an incident during the visit or late arrival home. Parents should have destination details.

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

• Passenger safety.
• Type of journey – local or will it include long distance driving, i.e. motorways.
• Traffic conditions.
• Weather.
• Journey time and distance.
• Stopping points on long journeys for toilet and refreshments.
• Supervision.

Seat Belts
All minibuses and coaches which carry groups of 3 or more children aged between 3 and 15 years inclusive, must be fitted with a seat belt for each child.

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 and the Green Cross Code.

- The group leader should make clear to pupils how much or little freedom they have to 'roam'. Appropriate supervision and discipline 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.

Hiring Coaches and Buses

The group leader is responsible for ensuring that coaches and buses are hired from a reputable company.
Operators must have the appropriate public service vehicle (PSV) operator's licence. When booking transport, the group leader should ensure that seat belts are available for pupils.
If any of the group uses a wheelchair, the group leader should ensure that transport used has appropriate access and securing facilities.

Insurance
The group leader must ensure, well before the group departs, that adequate insurance agreements are in place.

Cancellations
Some parents may cancel their child's place in the visit. The group leader should forward any cancellations to the insurer/operator as soon as possible, in writing, if a replacement is not available. Delay in notification may incur cancellation charges.

Types of Visit
When planning to use adventure activity facilities offered by a commercial company, the group leader should follow the policy of the WELB and check:
• Whether the provider is legally required to hold a license for the activities it offers and, if so,
• That the provider actually holds a license.
• It is illegal for a provider of licensable status to offer a licensable activity without a valid license.

A licensed provider does not necessarily have to hold a license for all its activities. However the following activities – where undertaken by young people under 18 years unaccompanied by a parent – need a license: climbing, trekking (skiing, cycling, horse riding, walking, sledging or skating) and watersports including sailing, canoeing and rafting.

Coastal Visits
Group leaders and other teachers should be aware that many of the incidents affecting pupils have occurred by or in the sea.

Farm Visits
Farms can be dangerous so farm visits should be carefully planned. The merits of an exploratory visit should be considered.
Further advice is contained on the DFES website.

Residential Visits
A good rule of thumb is 1 teacher for every 10/12 pupils. 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.
• Locks on doors should work in the group's rooms but appropriate access should be available to teachers at all times.
• 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 provide assistance 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 supervised at all times 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 school contact should act as a link between the group, the WELB and the chair of governors and arrange for the group to receive assistance, if necessary.
• Liaison with media contact.
The reporting of the incident using appropriate forms, if necessary.

Media Contact
Education Authorities usually have a designated person to deal with media enquiries. The media contact should liaise with the school contact, the group leader and, where appropriate, the emergency services. In the event of an emergency all media enquiries should be referred to WELB via the Principal. The name of any casualty should not be given to the media.

Signed: *Avis Hawkins* Head Teacher

Signed: *Brian Leathard* Chair of Governors

Name of School	Christ Church & Holy Trinity Primary Schools
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