

GUIDANCE ON STAFFING

In making decisions about who might go you will need to consider that the lead teacher is a competent adult and supporting adults have experience in leading groups on trips.

- The type of activity and level of expertise and specific requirements of your trip
- The age and experience of the children
- The level of staffing required at any venue you are visiting
- The nature of the journey and the type of transport being used
- Any particular individuals with specific needs
- Seasonal conditions
- What would happen if the lead teacher became ill
- Balance of girls and boys
- The 'team' balance

Consideration should also be given of the effect which any member of staff being away from school will have back at school.

A decision should be made as early as possible about the level of staffing and who might be required. Anyone affected by staff absence as a result of this should be informed as soon as possible. A table of suggested ratios is included in this policy.

Before leaving the school, the office should have an up-to-date list of all members of staff leaving the school building and pupils involved in the trip. A list of children on the trip must be left in the school office for the duration of the visit.

You must make sure:

- That guidance on staffing ratios is followed
- That you have sufficient trained first aid personnel in your team
- That all adult helpers have been CRB checked or are accompanied by an adult who has
- That all adult helpers have been fully briefed and are clear about their responsibilities and to whom they should report if they have any problems. All adults should have group lists, timetables, contact details for school and other staff members of the trip party and a map of the venue if it is available

ROLES AND RESPONSIBILITIES

Visit Leaders are responsible for the planning of visits but should involve both accompanying adults and the children in this process. Staff must make appropriate checks of any third party providers. Staff must obtain outline

permission for the visit from the Headteacher or Assistant Head Teacher before beginning to plan and certainly before making any commitments.

The Headteacher has responsibility for monitoring and final approval of all visits.

The Governors are fully informed of the plans for educational visits.

STAFF COMPETENCE

We realise that staff competence is the single most important aspect of safe trip management and so we support staff in developing this competence in the following ways:

- An apprenticeship system, where staff new to visits assist and work alongside experienced trip leaders before taking on a leadership role.
- Supervision by Senior staff of some educational visits.
- Support for staff to attend training courses relevant to the role of visit leader.

In deciding whether any member of staff is competent to be a visit leader the Headteacher will take into account the following factors:

- Level of relevant experience.
- Any relevant training undertaken.
- The emotional and leadership ability of any prospective visit leader to make dynamic risk management judgements and take charge of any emergencies that may arise.
- Knowledge of the children, the venue and the activities to be undertaken.

HEALTH AND SAFETY

(a) Risk Assessment

In order to assess the risk you should ask:

- What are the potential hazards
- How serious are the potential hazards
- How likely is it that the hazard will occur
- Who might be affected
- How can the risk be reduced
- Can strategies be put into place to minimise risk
- Who can put strategies into place
- What should be done in an emergency
- Is everyone clear about what would happen in the event of an emergency

Risk assessments must be completed by the lead teacher prior to the off site activity taking place. A copy of all risk assessments must be retained at school in the off site visit file located in the school office.

Every member of staff on the trip should be made aware of the risk assessment that has been completed and should know what any potential hazards may be and what actions should be taken. Some examples of risk assessments can be found in the EVC folder in the office.

(b) Questions to ask your team

Is there anyone in your team who:

- Is afraid of heights
- Cannot swim, where this is relevant
- Has another particular phobia
- Has any particular allergies
- Has had or does have any medical complaints and any medication
- Is asthmatic or diabetic

(c) Information from the children

Do any of the children:

- Have any medical complaints, e.g. asthma or diabetes
- Need any medication whilst you are away – if so, where will they/you keep the medication, who will administer the medication
- Have any allergies
- Have any special dietary requirements
- Have any phobias
- Have any educational needs that might need to be supported on the trip e.g. reading, writing
- Have any behavioural needs
- Have any physical needs e.g. on crutches

A sample medical form can be found in the school office trips file.

(d) You will need to have with you

- Details of medical conditions and any necessary medicines
- A first aid kit
- All group leaders need a mobile telephone and each telephone number needs to be distributed to other group leaders and the lead teacher. Ensure that the school office has mobile telephone numbers.
- The head teachers/deputy head teachers emergency contact number

In an emergency

It is very rare for there to be an accident or an emergency situation, especially when the trip has been well-planned and organised. However, in the event that a problem should arise, you should:

- Assess the situation
- Check the safety of the uninjured members of the group
- Take care of the casualty
- Inform the emergency services
- Notify everyone who needs to know: The school, The Head Teacher, (whose job it is to inform the LA where necessary and whose job it is to inform the parents / carers
- Accompany casualties on way to hospital
- Keep copies of any accident forms filled in at the time / hospital forms filled in at the time and keep details of all events, witnesses, times and dates
- Refer all media enquiries to the executive head teacher, do not speak to the media

The trip leader is the competent adult and takes the lead and co-ordinates in any emergency. It is good practice to nominate a back-up group leader who will act if necessary.

INSURANCE

You will need to check with the School Business Manager the position in relation to liability and level of insurance required for the trip. Specific insurance should be taken out for residential visits. Trip participants may want to take out/check their own insurance cover prior to the visit.

EQUAL OPPORTUNITIES

It is anticipated that every attempt will be made to enable disabled pupils to participate in trips and journeys. You must try to enable the fullest possible participation. However, children can be refused participation on the grounds of behaviour provided this is not linked to a particular disability.

Boys and girls should be encouraged to participate in a full range of activities without stereotyping, but also taking account of different interests, strengths and weaknesses. Every attempt should be made to arrange trips and visits at times that will not clash with religious festivals.

There are many advantages for children with emotional and behavioural difficulties taking part in school trips. You should always aim to include all children who would benefit whilst acknowledging that there are times when their inclusion might be detrimental to the interests of others. Where a child is in care, Social Services will need to be informed and their permission sought.

It will need to be considered what procedure will be taken should there be any difficulties with an individual.

WHO TO INFORM

Letting the administrative staff know

Staff must obtain outline permission for a visit from the Headteacher or Assistant Head teacher before beginning to plan and certainly before making any commitments. This permission can be sought via email outlining the details of the visit **and its educational benefits**.

Before booking the trip:

- The proposed dates are pencilled into the school diary
- Complete the Visit Planning Pro Forma document and return it the EVC
- The headteacher needs to know and approve it (If water, dangerous activity, going underground, Category B or C or residential involved Headteacher needs at least 10 weeks notice so that governors and the MAT can be informed)
- The office and Headteacher are aware of the planned trip and have a copy of all the necessary OSA1 paperwork, group lists, adults involved and their contact numbers, timetable. (A copy of a blank form OSA 1 is kept in the EVC folder in the school office. The MAT needs to be informed of all category B + C visits. See appendix 1.

Who else needs to know

- The headteacher must be informed and kept updated on progress.
- For residential trips, formal permission should be requested from the Governing Body at the planning stage.
- The Governing Body needs to be aware of trips occurring throughout the year through the headteachers report.
- Any peripatetic staff should be informed
- Kitchen staff should be informed immediately about any implications, a minimum of two weeks notice must be given for informing them of the actual number of children involved.
- Staff within school need to be notified at a staff meeting especially where support staff availability will be affected.

Back at school you must have

- A copy of the register that indicates clearly the names of the children you have taken and group lists.
- Mobile telephone and contact numbers – including the lead teachers contact details
- Copies of risk assessments undertaken
- Copies of emergency details on residential trips

- An itinerary where appropriate and venue details including phone numbers.

RESIDENTIAL TRIPS AND LONGER TRIPS

Most of the guidance in this document applies to residential trips as well. The following are some additional recommendations and requirements relevant specifically to longer journeys and overnight stops. The financing of longer trips needs careful consideration. Governors and head teacher need to approve the trip at an early stage.

For a longer trip with a greater financial investment it is advisable to visit the site first. In some cases representatives will visit schools and even talk to parents about what is on offer. However, nothing replaces the opportunity to go and see for oneself.

During your visit you should:

- Check that the site suites your purpose
- Check the qualifications expected of staff on site AND re-check that they retain these qualifications the week before you go.
- Consider the location of the site – how long will the journey take
- Discuss school needs. Trip expectations with venue staff.

PRELIMINARY PARENTS MEETING

This will provide more detailed information about the content of the trip, practical information and an opportunity for parents to meet trip organisers and participants.

Parents should be given details of what their child will need to take with them, the activities their child will be involved with and any special rules and regulations.

THE JOURNEY

Parents should be given approximate departure and arrival times. There should also be a cascade contact system established in case of extreme delay or emergency.

When you are there

Do enjoy yourselves but

- Make sure there is always a visible member of staff responsible and that children know who this is
- If children are working in groups and out of sight for any period of time, there should be at least three working together

- Make sure children are always aware of who to approach if there is any difficulty

COMMUNICATING WITH PARENTS/GUARDIANS

It is vital that you begin to inform parents of any proposed trip in good time. Initially you may wish to begin by assessing how many parents will be interested in the trip given the proposed cost.

A breakdown of how any cost is calculated can be useful and an explanation of the reason for the trip taking place.

Before children leave the premises you should have:

- Obtained consent from parents/guardians is essential
- Provided parents/guardians with any information they need regarding eating arrangements, special clothing requirements
- Provided an indication of the time when you are due to return
- Checked that you are clear about any possible medical issues/allergies/phobias

When planning trips consideration should be given to, the time of year and other requests for money that parents might be receiving. Special arrangements might be made for families with two children in the year group and/or needing financial support.

ORGANISING THE CHILDREN

(a) before the trip

Make sure the children know:

- When the trip is taking place
- What to expect. Have a behavioural agreement/contract with the children – what staff expect and how children will demonstrate.
- What items of clothing they will need
- What the arrangements are for meals
- The length of the journey
- Rules relating to spending money, valuables, eating on the coach

It is ideal if there are photographs or video clips that the children can see to give them an indication of what's to come. It is up to the individual team to decide on spending money and valuables etc. a lot will depend on the length of the journey, the age of the children and what 'shops' there are when they arrive.

Children should not be allowed to bring large amounts of money or very valuable items. If they do, the course leader may choose to either, confiscate and leave at school or look after it themselves.

(b) on the trip itself

Children should be grouped with a selected adult/teacher. The size of the group will depend upon the status of the adult, the activities involved and the age of the children.

The children should be clear about whom they must report to and when. An emergency meeting point should be agreed and children should be clearly informed about what they are/not allowed to do.

At each stage of the visit, numbers should be checked and/or a register call made. Trip organisers should have all emergency contact details with them and each responsible adult should have a list of the children's names in their group.

Checklist

Has consent been received from all parents/guardians	
Has the trip been discussed in detail with the children – are they aware of your expectations	
Has the kitchen been informed	
Has the office been informed	
Has the OSA1 form been completed	
Has the Headteacher been informed & given approval?	
Has the Headteacher/ Assistant Head countersigned the trip?	
Have arrangements been made with the office for the collection of money and payment to the site/transport company	
Do you need to take a cheque with you – get a RECEIPT	
Have you got all emergency details with you	
Are any cars being used by staff insured for business purposes – NOT ENCOURAGED – only as emergency last resort	
Has a risk assessment been completed- are staff aware of the content of the risk assessment	
Have you got an emergency procedure in place	
Has everyone with significant access to the children been CRB checked	
Do you have sufficient adults accompanying you	
Are there enough adults in each type of transport being used	
Has everyone at school, who needs to be, been informed	
Have special arrangements been made with peripatetics and staff at base who might be affected	
Have duties been altered	
Have the Governing Body been informed if necessary	
Have the MAT been informed if necessary	

Suggested Staffing Ratios

(please cross check against appendix 2 for specialised activities)

	Non Residential	Residential
Y3	1:8 - 10	1:6 - 8
Y4	1:8 – 10	1:6 - 8
Y5	1:10 – 15	1:8 - 10
Y6	1:15	1:15

Appendix 1

CATEGORY A VISITS

(do not require notification to the MAT)

Sports Fixtures
Theatre
Cinema
Bowling
Local Village/Town
Local Church/Shops
Local Parkland including simple water margins activity (feeding ducks etc)
Country Parks
Simple environmental study (no geographical hazards)
Visits to Industry/Commerce
Study/Visitor Centre
Farm Visits
Low Level Pony Trekking
Swimming in Indoor Pools
Orienteering in school grounds
Simple low level initiative activity
Normal country walking
Visits to another school/youth club site

**** Be aware any activity which requires travelling on water e.g. boat trips or going underground in caves or mines or going in water e.g. paddling comes under category B and requires a minimum of 4 weeks notice to the MAT via the Headteacher) ****

CATEGORY B VISITS

(need to notify and gain approval from MAT – items marked with * see appendix 2 for supervising ratios)

Sub-aqua/Snorkelling in swimming pool with approved provider
Canoe/Kayaking in swimming pool with approved provider
Horse riding with approved school
Camping – static on organised sites involving no category B or C activity
Low level Hillwalking*
Cycling on minor roads*
Canal Tow Path walk
Camping – lightweight involving no Category C activity*
Orienteering in local parkland/small woodland (good geographical boundaries)*
Indoor/Artificial rock climbing*
Larger Town Visits
Residential Visits to non adventurous or non Category C providers

CATEGORY C VISITS

(need to notify and gain approval from MAT – items marked with * see appendix 2 for supervising ratios)

Residential – educational establishment organised/led
Residential – adventure or Category C activities including those through use of providers
Twinning/Exchange visits
Overseas visits
Field Study in remote/wild/mountainous terrain*
River/Seaside studies – in or directly by water*
City locations
Motor Activities
Air Activities*
Cycling on main/busy roads*
Duke of Edinburgh Award Expeditions – Training/Qualifying, B, S, G*
Cave/Mine exploration*
Hill level Hill/Mountain walking*
Rock climbing/Abseiling*
Mountain Biking*
Orienteering in forests/wild/mountainous terrain*
Skiing/Snowboarding*
Unconventional Activities*
Gorge scrambling*
Sea level traversing*
Improvised rafting*
Canoe/Kayaking*
White-water rafting*
Sailing/Windsurfing*
Sub-Aqua outdoors*

Queens is committed to safeguarding and promoting the welfare of all children. It is the responsibility of all staff.