

ONE INTERNATIONAL SCHOOL TRIP POLICY

At ONE International School we believe that encouraging children to participate in school trips outside of school is one of the many ways to enhance their learning experience. Not only does it broaden their awareness of the world around them but it also enables them to become more independent, increases their investigative skills and shows them how they can place their school learning into a real life context.

In this policy we seek to establish a clear and coherent structure for the planning and evaluation of our off-site visits, and to ensure that any risks are managed and kept to a minimum, for the safety and health of all children at all times.

Aims

The aims of our off-site visits are to:

- enhance curricular and recreational opportunities for our children;
- provide a wider range of experiences for our children than could be provided on site alone;
- promote the independence of our children as learners, and enable them to grow and develop in new learning environments.

We aim to organise outings at least once a term. These outings will enhance and reinforce, in a practical way, what your child is learning in school. Risk Assessments will be carried out by staff prior to the visit and first aid equipment will be taken on the day. Checks will be made on all Registration Forms and waivers to confirm permission. The Head of Department is involved in the planning and management of off-site visits.

The managers will:

- Ensure that risk assessments are completed;
- Assign competent staff to lead and help with trips;
- Organise related staff training;
- Verify that all accompanying adults, including private car/coach drivers, have had satisfactory police checks,
- Make sure that all necessary permissions and medical forms are obtained;
- Keep records of visits, and ensure there are regular generic assessments of the risks (for example road-crossing) where there are frequent visits to local venues (for example Atmosphere beach).
- All needed resources are taken on visits e.g. emergency contact list, doctor/hospital details, allergy list, school phone, children's pictures, change of clothes, nappy changing equipment, water and snacks.

All off-site activities must take place in accordance with the school's policy. It is our policy that all children should be able to participate in educational visits.

Risk assessment

A comprehensive risk assessment is carried out by the managers before the proposed visit. It will assess the risks which might be encountered on the visit, and will indicate measures to prevent or reduce them. The risk assessment should be based on the following considerations:

- What are the hazards?
- Who might be affected by them?
- What safety measures are needed to reduce risks to an acceptable level?
- Can the group leader put the safety measures in place?
- What steps will be taken in an emergency?

Managers planning an off-site activity will make a preliminary visit to the venue, in order to carry out an on-site risk assessment. It is important to take into account the probable weather conditions at the time of year proposed for the trip, and the managers should take careful account of the facilities available, with due regard to the proposed size of the group. They should also assess the site's suitability with regard to the age and any particular needs of the children. They will also consider the venue's own approach to security and to health and safety. Venues providing instructor-led activities will have their own risk assessments for particular sessions, and these assessments may be adopted if it is impractical for the managers to experience the activity beforehand, or if they lack the skills required to make informed judgements about the risks it may involve.

It is important to assess and record any health, safety or security issues that are identified during the preliminary visit. Any such issues will be taken into account when the final decision is taken on whether the visit should proceed, and the visit plan must state both the extent of any risks involved, and the measures that will be taken to reduce or eliminate them. The managers leading the visit must complete a school visit risk assessment check list and keep it in the risk assessment file.

Transport

The school bus will be the primary mode of transport utilised by children in the school, with two trips generally being arranged to ensure all children have a seat on the bus. Where public transport is used, this will be either a Ceres bus or a jeepney, parents will be informed of the type of transport being used, and will be given the choice to opt out or drop their children at the designated location. Where parents opt to drop their children off, they will be expected to arrive punctually (late arrivals will be unable to join), they will also be expected to collect their child(ren) on time and at a time arranged and agreed with the Lead Staff member. When using public transport with staff, staff will be expected to spread themselves around the bus giving maximum child supervision opportunities, whilst also keeping themselves safe.

Communication with parents

Parents will be informed of the school's intention of a school visit at least one week prior to the trip. Where parents have marked 'No Permission' on our registration forms or have chosen not to sign the school waiver, they will be asked on an individual basis about each

organised trip and will be asked to sign the relevant waiver. Parents who decline to sign do so with the understanding that their children will be unable to participate in the off site trip.

Further Health and Safety considerations

Any/all adult helpers who are not part of the school staff team will be accompanied by a member of staff and never left unattended with a group of children. The safety of the party, and especially the children, is of paramount importance. During the activity the managers must take whatever steps are necessary to ensure safety. This involves taking note of any information provided by medical registration forms, and ensuring that children are both safe and well looked after at all times.

Visit plan

The visit plan for intended educational visits includes the following:

- risk assessment;
- report on preliminary visit;
- names, ages, contact details, permission forms, medical records and other relevant details of all those going on the visit;
- travel schedule;
- emergency contacts and procedures;
- first-aid boxes, inhalers, Epi-pens if needed, and individual prescribed medicines;
- school phone;
- children's pictures

First aid

On any trip the lead teacher should have a good working knowledge of first aid and ensure that an adequate first aid box is taken. It is a requirement 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.
- At least one of the group's teachers to be a fully-trained first aider.

Other considerations when considering first-aid should include:

- The numbers in the group and the nature of the activity.

Operational procedures for outings

The same standard of care and interaction with the children is expected of staff, volunteers and students on outings.

The worker's prime responsibility on outings is to ensure the safety of the children, however, they will be expected to balance this responsibility with ensuring that children

have the maximum opportunity to experience and explore new environments, to socialise and to have fun.

Responsibilities

All staff, volunteers and students must understand their roles and responsibilities at all times. In particular, all staff should be aware of any pupils who may require closer supervision.

- Children with special educational needs, adult/child ratio 1:1
- One staff member/adult for every 3 pupils under the age of 3 years
- One staff member/adult for every 4 pupils aged 4-5years
- One staff member/adult for every 6 pupils in years 1 to 3
- One staff member/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. (Taking into account the students' age and stage of development)
- For the protection of both teachers and adults, the lead teacher 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 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.
- The teacher in charge remains responsible for pupils even when not in direct contact with them. Pupils, particularly in school years the Early Years and Years 1 to 3, should be easily identifiable, e.g. wearing school uniform. Pupils should not wear name badges.
- Teachers and supervisors must be aware that strangers are prohibited from taking pictures of or with any of the pupils and must ensure that they take appropriate action to ensure this does not occur on any school trips.

This policy should be read in connection with our 'Missing Child' protection policy

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.

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| <p>This policy is written with respect to the following UNCRC Articles: <i>*Italic text replaces original wording for policy relevance*</i></p> |
| <p>Article 1 (definition of the child) Everyone under the age of 18 has all the rights in the Convention.</p> |
| <p>Article 2 (non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.</p> |
| <p>Article 3 (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.</p> |
| <p>Article 4 (implementation of the Convention) <i>Within the school's remit, we must do all we can to make sure every child can enjoy their rights by creating systems and school policies that promote and protect children's rights.</i></p> |
| <p>Article 5 (parental guidance and a child's evolving capacities) <i>Within the school's remit, we must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices.</i></p> |
| <p>Article 18 (parental responsibilities and state assistance) Both parents share responsibility for bringing up their child and should always consider what is best for the child. <i>Within the school's remit, we will do our utmost to support parents by creating support systems for children and giving parents the help they need to raise their children.</i></p> |
| <p>Article 19 (protection from violence, abuse and neglect) <i>Within the school's remit, we will do all we can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.</i></p> |
| <p>Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</p> |
| <p>Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</p> |
| <p>This policy was updated, reviewed and approved by ONE International School Board: February 2020</p> |