

**Peponi House
Preparatory School
Nairobi, Kenya**



**Trips and Educational Visits
Policy**

THE VALUE AND PURPOSE OF SCHOOL VISITS

A great deal of attention is paid to the quality and effectiveness of the learning opportunities offered to children and young people and the strategies used to promote best practice.

Attempts to enhance learning or provide realistic situations to use and apply knowledge, skills and understanding are at the forefront of good practice. Learning, in its broadest sense, frequently turns to the exciting and stimulating environments that are provided outdoors. This may be just outside and beyond the classroom or group based, through journeying far and wide.

Where these opportunities are well planned and structured, the values have been shown to be clear.

The children have the opportunity to:-

1. Use and apply their knowledge and understanding outdoors, in a different and often more stimulating environment.
2. Focus on specific environments, from geography trails to problem solving and team challenges, to develop their organisational, team working and leadership skills.
3. Develop awareness and understanding of environmental and sustainability issues, through fieldwork studies.
4. Raise their awareness and understanding of the wider safety issues through opportunities to become involved in risk assessment and risk management.
5. Learn new skills.
6. Reinforce existing skills and knowledge by putting theory into practice and through interaction with others.
7. Enjoy the experience and learn from it.

THE AIMS AND OBJECTIVES OF LEARNING ACROSS AND BEYOND THE CURRICULUM

DEVELOPING KEY SKILLS

- Using and applying knowledge, skills and understanding in different, realistic and exciting contexts.
- Developing the ability to work co-operatively.
- Developing the ability to communicate successfully.
- Showing initiative and a positive attitude.
- Showing greater independence, moving towards self-reliance.
- Becoming increasingly risk aware and increasing understanding and independent action.

RAISING ACHIEVEMENT BY BOOSTING SELF-ESTEEM AND MOTIVATION

- Raising self-esteem through successful participation and enjoyment.
- Developing a positive attitude to learning.
- Helping demonstrate strengths and understanding of limitations.
- Encouraging responsibility.
- Improving behaviour.
- Addressing disaffection.

DEVELOPING SOCIAL EDUCATION AND CITIZENSHIP

- The ability to work with others, accept and support them, building relationships.
- Learning to tolerate others and respect their views – understanding equal opportunities.
- Learning to accept the consequences of their own actions.
- Learning to defend their own point of view.
- Encouraging a commitment to voluntary service.
- Exploring attitudes and values they will carry into adult life.

PROMOTING EDUCATION FOR SUSTAINABLE DEVELOPMENT

- An appreciation of the natural world as a source of interest and challenge.
- A concern for living things.
- An understanding of the need for interdependence between people and the environment.
- Recognition of the effect of present actions on the future.
- An increasing ability to access evidence and make personal decisions.

PROMOTING HEALTH AND FITNESS AND A POSITIVE USE OF LEISURE

- Developing a positive attitude to physical activities and a healthy lifestyle.
- Developing and experiencing physical fitness and well-being.
- Achieving success in physical activities.
- Developing self-respect and self-discipline and the ability to cope with adversity.

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 tour operator has assessed the risks and has appropriate safety measures in place. Copies of third party providers risk assessments should be obtained to support the trip's paperwork.

If the trip is being organised and led by Peponi House staff, a recce of the proposed site must be carried out and risk assessment produced using the Peponi House guidelines, in collaboration with the trips coordinator.

A trip folder must be produced for all residential trips. This must contain all medical information, an itinerary, contact details, staff roles and responsibilities and any other information relevant to the trip. Copies of these folders must be left with the Trips Coordinator, Office, DHP and HM prior to departure. Staff accompanying the trip must also have a copy of this folder.

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, ideally not more than 10 pupils per teacher.
- 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, where necessary, that parents have early written information about the cost of the trip. Parents should be given enough time to prepare financially for the trip. Trips receipts are handed into the accounts office and kept separate from other school funds.

FIRST AID

On any trip the group leader should have a good working knowledge of first aid and ensure that adequate first aid kits are taken in consultation with the school nurse.

The minimum first-aid provision for a visit is:

2 suitably stocked first-aid packs which may be tailored to the specific requirements of the trip.

A person appointed to be in charge of first-aid arrangements and administration of medication who has up to date first aid training.

Other considerations when considering first-aid should include:

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

The distance to the nearest hospital or doctor.

The distance to the nearest airstrip if a medivac is required.

A list of children with known allergies or specific medical requirements.

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.

- One teacher/adult for every 10 pupils from Year 2 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 children, all teachers should ensure that they are not alone with a pupil wherever possible.
- Some non-residential visits with mixed groups will need a teacher from each gender.
- 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 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 2 to 3, should be easily identifiable, e.g. wearing school uniform.
- Pupils should not wear name badges.

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.

However, encouraging pupils to extend their comfort zone and appreciate calculated risk is a valuable part of the outdoor experience.

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. Parents and pupils should be told in advance of the visit about the procedures for dealing with misbehaviour.

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 FOLLOWING:

- 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.
- The standard of behaviour that is expected from pupils.
- Appropriate and inappropriate personal and social conduct.
- The person 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 some residential visits it may be appropriate for group members to carry the address and telephone number of the accommodation and group leader 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 travelling in Peponi House transport and hired vehicles will follow the guidelines set out in the school's (transport) risk assessment.

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 they 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 pupils with SEN 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.

The above information should be detailed on the standardised "Contact, medical update, permission slip". The trip leader should have the original copy of this as well as a summary sheet.

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 advice from the child's parents.

COMMUNICATING WITH PARENTS

Before residential visits, or when children are to engage in adventure activities, parents will be encouraged to attend a briefing meeting, or written details should be sent out, 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 (if applicable).

PARENTAL CONSENT

Trip leaders will require consent for:

- Any visit which takes place outside Peponi House School for all pupils.

If parents withhold consent absolutely, the pupil will 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 Trip Leader in liaison with 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 include:

- Allergies/phobias the pupil may have.
- 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 Insurance details

MEDICAL CONSENT

All pupils must have up to date medical insurance. Parents must be notified immediately if their child needs medical assistance. The group leader must determine if medivac is needed to Nairobi and then let the parents know how their child will be transported to the nearest medical facility.

EARLY RETURNS

Residential Trips

- SLT must be notified for the reasons for the earlier return
- Parents must be notified by the school or the group leader ASAP if a group has to return much earlier than expected and asked to collect at appointed time.
- Pupils must be supervised until they have been collected.

Day Trips

- Phone ahead to the school to notify of an early return
- Ensure that a member of the SLT has been informed
- Supervise pupils with the accompanying trip staff until the return time or
- In case of an extremely early return, supervise pupils until SLT has reinstated normal timetable.

PUPILS' CONTACT WITH PARENTS

Pupils are not allowed to carry mobile phones on trips unless the Headmaster has given consent. Parents will have a school based point of contact for use in case of emergencies. This message can then be relayed to the Trip Leader. Parents should have access to destination details and a brief itinerary of the trip. Staff must ensure they have left their mobile numbers with the school office and have access to the school mobile phones. Regular updates from the trip leader, including arrival and departure, must be communicated back to a designated point of contact at the school, either the Trips Coordinator or DHP. These will then be communicated to parents via Firefly, the school's SemaTime and e-mail system. This will have been set up prior to the trip departing using the contact details specified on the "contact, medical update, permission slip". The trips coordinator, in collaboration with the trip leader, is responsible for the setting up of these systems.

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 or 4WD.
- Traffic conditions – i.e. rush hour traffic and crossing Nairobi city.
- Arrangements in case of breakdown/emergency.
- Time of day – at no point must a school bus be travelling in the dark.
- Journey time and distance.
- Stopping points on long journeys for toilet and refreshments.
- Supervision.
- Seat Belts

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 and supervision when crossing roads.
- The group leader should make clear to pupils how much or little freedom they have to 'roam' during rest stops. Appropriate supervision and discipline should be maintained at all times.
- 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.
- Teachers must sit in amongst the children and not be restricted to back or front seats.
- Any incident must be reported immediately to the Headmaster on return.

HIRING COACHES AND BUSES

- The Estates Manager 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, he/she should ensure that seat belts are available for pupils.
- If any of the group use a wheelchair, the group leader should ensure that transport used has appropriate access and securing facilities.

PRIVATE CARS

The use of private vehicles for transporting children should be avoided. If it is deemed necessary and unavoidable it CAN ONLY be authorised by the Headmaster OR DHP in his absence.

INSURANCE

- The Estates Manager is responsible for ensuring that adequate insurance agreements for school trips are in place before the start of an academic year.
- The group leader should inform parents in writing that the pupils are covered on school insurance from the moment of departure to the moment of return when on a school trip. This must be written in the parental consent letter.
- Additional cover may be necessary for participants with medical conditions.

CANCELLATIONS

Some parents may cancel their child's place on the visit. For an overseas trip, the group leader should forward any cancellations to the insurer/operator as soon as possible, in writing. Delay in notification may incur cancellation charges.

Cancellations of residential trips within Kenya are not refundable if a parent withdraws their child from the trip within 48 hours of the departure time. This must be communicated clearly on any letters sent to parents relating to the trip.

ADVENTURE ACTIVITY OPERATORS

When planning to use adventure activity facilities offered by a commercial company, the group leader should check:

- Whether the provider is legally required to hold a licence for the activities it offers and, if so,
- That the provider actually holds a licence.

The school's main outdoor adventure activity provider is Rift Valley Adventures. An up to date copy of their Standard Operating Procedures, Risk Assessments and Operational licences are held by the Trips Coordinator or DHP.

RESIDENTIAL VISITS

Issues to be considered include:

- For hotel stays, the group should ideally have adjoining rooms, with teachers' quarters next to the pupils'
- There must be at least one teacher from each sex for mixed groups.
- There must be separate male and female sleeping/bathroom facilities for pupils and adults.
- The immediate accommodation area, where possible, should be exclusively for the group's use.
- Ensure there is appropriate ventilation.
- Ensure that the whole group are aware of the lay-out of accommodation, its fire precautions/exits, its regulations and routine and that everyone can identify key personnel.
- Security arrangements should be in force to stop unauthorised visits.
- 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.
- The fire alarm must be audible throughout the accommodation.
- There should be recreational accommodation/facilities for the group.

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 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.

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.
- Where necessary, 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 and Headmaster.
- 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 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 arrange for the group to receive assistance, 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 seek professional advice.