

# Residential Visit Policy

Oaklands Primary School

Tom Hassan

Headteacher



**Kindness. Honesty. Respect.**

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## **1. Aim:**

The aim of this policy is to provide clarity for staff, parents and pupils regarding expectations of residential visits. Practice outlined in the school's behaviour policy, child protection policy and the most recent version of Keeping Children Safe in Education must all be adhered to at all times.

Copies of these can be found on the school website on the following link: -

[School Policies](#)

## **2. Prior to residential trip**

### **2.1 Risk Assessments**

Risk assessments must be carried out for the outward and return journey. The residential centre e.g. PGL or equivalent will be expected to have their own risk assessments. The centre's risk assessments must be downloaded, shared with and read by all members of staff attending the residential.

The school must carry out its own risk assessment in addition to any provided by the centre, considering their knowledge of the pupils.

If the journey requires a stop at a service station, the school must carry out a separate risk assessment for this.

### **Children with additional needs**

An individual care plan for any vulnerable children, including parental voice, will be drawn up by the SENCO and class teacher. If a child requires medicines to be administered whilst on the visit, a detailed plan will be written by the SENCO, with support from the child's parents.

All staff attending the trip will read and have copies of any care plans. The SENCO will meet with staff prior to the visit to talk through the any care plans and ensure that they are clearly understood.

### **2.2 Pre-visit briefing**

Prior to the visit, all staff attending will meet for a pre-visit briefing. This will be delivered by the visit lead teacher will include, but not be limited to: -

- Reading and understanding care plans and risk assessments
- Allocating roles e.g. group leaders; adult in charge of medication
- Clarifying expectations regarding conduct of pupils and staff
- Ensuring this policy has been read and understood

### **2.3 Supervision**

The amount of adult supervision will be determined on a case-by-case basis, but as a general rule the ratio of school staff to pupils should be 1:10. This ratio is in addition to staffing provided by the centre.

At least one first aider from the school must attend.

If a child requires 1:1 supervision, a separate risk assessment will be carried out to ensure the child can safely attend the trip. Every effort must be made to allow all children to have the opportunity to attend, although in rare cases this may not be possible.

Where possible: -

- an additional adult not attached to a group should also attend in order to be available to assist with any medical/behavioural incidents that might occur. This adult is not included in the 1:10 ratio.
- male and female members of staff should attend the trip.
- a senior leader should be on the trip.
- a member of staff should travel in their own vehicle in case any there is a need to take a child to see a doctor, visit a pharmacy etc. If this is the case, parents will be consulted and kept informed throughout by phone.

## **2.4 Accommodation**

### **Room size**

When choosing a destination, the school will ensure that rooms are of an appropriate size for primary aged children, ideally 4 – 6 pupils per room. If room sizes are larger, a decision will be made as to whether to seek an alternative destination based on the pupils attending and the size of the rooms offered.

### **Room allocation**

Girls and boys will sleep separately.

If two year groups are on a the trip, every reasonable effort will be made to avoid mixing children from different year groups.

Children will be asked to identify two other pupils who they would like to share with. If at least one of their choices cannot be accommodated, the reasons for this will be explained to them.

Children will not be told which rooms they are in until they arrive at the destination. Allocating rooms across a year group whilst accommodating each child's needs is a delicate balancing act and the school would not be able to make changes to one room without having a knock-on effect on others however, a member of SLT and the SENCO will have oversight of room allocations at least one week prior to departure to ensure the needs of each child are fully considered.

### **Children with additional needs**

Where appropriate parents of children with SEND will be asked for their input in room allocations concerning their child. Whilst every effort to accommodate preferences will be made, the school will make the final decision and if they are not in agreement with parents they will explain clearly why.

## **2.5 Preparing Pupils**

In the weeks leading up to the residential visit pupils will have sessions outlining what to expect, led by their class teacher.

Behaviour expectations will be made clear, and will be in line with the school behaviour policy (see link in 'Aims').

Children will have a session on what to expect from the outbound and inbound journeys to include safety on the coach e.g. seat belts, not standing up and moving around; expectations regarding food and snacks; what to do if they feel travel sick etc.

If the journey requires a stop at a service station, this will be discussed with pupils beforehand and include information on stranger danger and keeping safe.

Children will also have sessions about how to behave when at the destination including when unsupervised in rooms, and what to do if someone or something upsets, hurts or worries them. They will discuss feelings such as homesickness and anxiety and ways to cope with this.

The itinerary for the week will be shared with them and any questions/worries addressed.

### **Children with additional needs**

It may be necessary for children with additional needs to have a more bespoke approach for preparing them for the visit. This may include, but is not limited to: -

- Individual discussions with a trusted adult to talk through arrangements in more detail.
- Being shown pictures/videos of activities that will be available.
- A pack being provided to take home with information about which adults will be on the visit; where the visit is taking place; what time things will happen e.g. mealtimes, activities, free time etc.
- Being told which adult is their group leader, and having the opportunity to meet and speak with them beforehand.
- Additional scrutiny from SLT/SENCO regarding room allocation.
- Work around what to do if they are hurt or upset, ensuring they can name adults on the trip they can speak to.

## **3. During the visit**

### **3.1 Expectations of staff**

All staff on the residential visit must ensure: -

- risk assessments are read, understood and followed.

- behaviour expectations are maintained and consistently applied, in line with school expectations.
- all staff must be aware of vulnerable pupils, regardless of whether they are in their group, and have a copy of their individual care plan.
- regular check ins on children during unsupervised periods take place.
- children know how to contact them during the night e.g. where their room is.
- there is an understanding that children may require more pastoral support than they would in school and staff are sympathetic towards this.

### **3.2 Social media**

When using social media platforms to share images or videos of events on the visit with parents: -

- Any content recorded must be on school devices.
- Content will be posted at the end of each day and be screened by the lead teacher on the trip (usually a member of the SLT) to ensure: -
  - all children in content have parental permission for their image to be shared
  - none of the content will result in embarrassment for those in it
  - content is informative and reflective of the activities that have taken place that day

### **3.3 Communication with parents**

Parents will be kept up-to-date via social media content, as described above. This will include updates on the outbound and inbound journeys regarding arrival times.

If a child falls ill and staff feel that medical intervention is required, parents will receive a phone call to inform and consult with them. This may range from having to take a child to hospital in rare cases, to having to visit a pharmacy to purchase over the counter medication.

If an event occurs that affects the wellbeing of a child, the lead adult on site, usually a member of SLT, will decide, based on the facts available, whether or not the child's parents need to be contacted. It may be the case that the child calms quickly and can be monitored closely by staff. It may also be the case that a phone call home will help to settle the child.

If an event has occurred that has affected the well-being of a child and the judgement made that parents do not need to be informed at the time, the lead teacher will ensure parents are spoken to in person upon arrival back at school.

## **4. After the visit**

The week following the visit, staff who attended will evaluate it. The evaluation will include the following: -

- What went well?

- What could have been better?
- Were there any children that did not enjoy the visit? Why was this? How could this have been avoided?
- Any further areas of learning to inform the next residential visit.