



**El Alsson**

**British & American International School**

Developing Successful 21<sup>st</sup> Century Citizens

# **PRIMARY & ELEMENTARY**

# **SCHOOL TRIPS POLICY**

A school trip is to include **any organized activity where pupils leave the normal school site.**

### **AIMS**

- To broaden the curriculum beyond the boundaries of the school
- To give ALL students the opportunity to experience cultural, religious, environmental, scientific, historical and sporting events both nationally and internationally
- To foster an enquiring mind and a spirit of wonder about the world in which they live
- To encourage ALL students to explore their own local community and beyond
- To ensure that trips are enjoyable for both the staff and students

### **OBJECTIVES**

- To detail the procedures required when organizing a school trip
- To define the type of trips that should be encouraged to take place
- To identify the roles of trip organizers, accompanying staff and students
- To identify the standards expected from all students participating in school trips
- To identify the types of work to be completed on school trips

### **TYPES OF TRIPS**

All types of trips will be considered, but the following general criteria should be taken into account when planning a trip destination:

- Does the trip improve or reinforce the understanding of a particular subject area?
- Does the trip broaden the cultural or spiritual experience of the students?
- Does the trip enable the students to develop personal skills such as social behaviour, ability to work as a team or to be an independent learner?
- Does the trip enable the students to think for themselves about their surroundings and their role in life?

### **Examples of EA school trips include:**

#### **Topic / science visits**

These will usually involve a visit to venues like the Wadi Environmental Science Centre (WESC), or science / history museums.

#### **Inter School Activities**

These visits will usually be sport based, e.g. sports matches, which requires one school to go to the site of another.

#### **Cultural Visits**

These will usually involve a visit to venues like theatres, art galleries and museums.

#### **Residential visits**

These are trips where the group leaves home or Cairo on an overnight basis in order to experience the environment / visit places / view & study artifacts elsewhere in the country usually connected with topics they are studying.

#### **Foreign Visits**

These are trips where the group leaves mainland Egypt. They can involve adventure activities, sports activities or be for cultural reasons or to improve language skills. Such trips will usually involve substantial use of transport, which could include vehicles, ships or aeroplanes.

### **TYPE OF WORK OR TASKS**

It is important that students be given appropriate tasks or worksheets on trips to help them record their learning. Students should see a trip as an extension of their learning.

Tasks might be:

- To find and record certain pieces of information on a place visited
- To keep a day - to - day log of activities carried out and complete a report on their return
- To complete certain elements of a piece of coursework
- To record new places visited, new words learnt, etc

These tasks should be clearly planned in advance and explained to the students before the trip. Such activities will also help occupy students and limit possible problems that may occur.

## **ROLES / RESPONSIBILITIES OF STAFF INVOLVED**

### **The Head teacher / Principal**

**Before signing the trip confirmation form / allowing the trip to go ahead, the Head teacher / Principal** must ensure that any proposed school visit complies with:

- The School's Health and Safety Policy

And:

- Be satisfied that the visit has been planned effectively and that any risks identified by a risk assessment are minimised
- Ensure that all staff accompanying the visit are appropriately selected and have the expertise and experience relevant to the activities
- Ensure that the group leader has experience in supervising the specific age of the pupils on the visit and is able to organise the group effectively
- Ensure that the group leader, or an accompanying teacher, is familiar with the venue and is suitably competent to instruct the activity
- Ensure that the group leader is given sufficient time to plan and organise a pre – visit / visit properly and has completed the relevant risk assessment forms for review
- Ensure that the adults to pupil ratio is appropriate and suitable
- Ensure that a school emergency contact has been nominated and that the group leader has the details
- Ensure that the group leaders, supervisors and school contact have a copy of the agreed emergency procedures and the names of ALL members of the group, with emergency contact details of parents/guardians or next of kin
- Ensure that there are contingency plans in place for delays or alternative arrangements should the original visit have to be cancelled e.g. bad weather

The Head teacher / Principal can delegate tasks to the group leader who undertakes much of the planning and organisation.

### **The Group Leader**

The group leader is: *the teacher whom the Head teacher / Principal has approved to take overall responsibility for the supervision and conduct of the visit, and for the health and safety of the group.*

The group leader must:

- Obtain the Head teacher's prior agreement before any visits take place
- Follow all the school regulations, guidelines and policies
- Define accompanying supervisors roles and ensure tasks are assigned
- Have the ability to control and lead students of the relevant age group
- Be suitably competent to instruct students in the activity and be familiar with the venue
- Undertake and complete the planning and preparation, brief all group members, students and parents
- Prepare a risk assessment and submit it and the trip confirmation form for review
- Ensure that parental consent forms have been issued and returned signed
- Ensure that suitable arrangements have been made for the medical needs of all students
- Ensure that first aid provision is available
- Ensure that the mode of transport is appropriate and that outward/inward journey times are clear
- Ensure that there is relevant insurance cover
- Ensure that they have details of the venue including address, telephone number and contact name
- Ensure an evaluation form is completed, submitted to the management and copied to the Trip File (held in Resources) on return

## Teachers

Accompanying teachers must:

- Do their best to ensure the health and safety of everyone in the group
- Act as any reasonable parent would in the circumstances
- Take reasonable steps to avoid exposing students to dangers that are foreseeable and beyond those that the pupils can reasonably be expected to cope with
- Consider stopping the visit or the activity and notify the group leader if s/he thinks there is an unacceptable risk to the health and safety of the students in his / her charge
- Be in good health in order to participate in all activities

## Volunteers

Non-teacher adults must be clear about their roles and responsibilities before the trip /visit takes place. Group leaders must brief volunteers fully and ensure they receive all relevant documentation / policies in a timely manner.

Volunteers must not be left in sole charge of students.

Volunteers must follow the instructions of the group leader and teachers and assist with control and discipline.

**If volunteers are parents they must not be in charge of the group that contains their own child. On residential trips parents are not allowed to attend unless their child is in a different year group / grade level unless otherwise specified e.g. for specific medical reasons or during overseas sports tournament when accompanying the group as invited spectators / supporters (not in a supervisory role).**

## Students

Students have a part to play in avoiding risk to health and safety, they must:

- Not take unnecessary risks
- Follow instructions of the group leader, teachers, instructors and people within the venues
- Follow the school's dress code and behaviour policy / code of conduct
- When abroad, be sensitive to local customs
- Be aware of anything that may cause themselves or others harm, speak to their group leader or teacher if they are concerned

Students who are deemed a risk to their own or others' health and safety will not be permitted to participate in trips.

### **Supervision**

It is important that sufficient staff is involved with any trip: (see below for adult to student ratios). The students should be divided into groups on any trip with a member of staff attached and clearly known to each group. It would be advisable that the trip organizer does not have a defined group so that they are available to all groups if needed for advice and assistance. Group leaders should be given clear guidelines of their roles and responsibilities and what they should do if an emergency arises.

### **The minimum levels of supervision on trips is to be worked out by the following:**

- For FS1 there must be a minimum of 1 competent adult for every 4 students
- For FS2 and Years 1 to 3 / K to G2 - there must be a minimum of 1 competent adult for every 8 students
- For Years 4 to 6 / G3 - 5 - there must be a minimum of 1 competent adult for every 10 students

A competent adult is either a teacher or someone who the school / group leader feels to be competent to take on a supervisory role. The competent adult is to have authority with the pupils and preferably be known by them. When going to the toilet a staff member must accompany students.

*Where the school staff are not required to lead the educational nature of the sessions on the trip (such as at WESC), they are required to circulate the groups at all times for health, safety and discipline purposes. These trips are curriculum related and thus the work undertaken (at WESC) will reinforce / extend or lead into work done at school.*

**Briefing of Students** - This is essential so that students know what to expect and what is expected of them. In particular they will need to be advised about what is to happen on each day, which must include where they are to meet, clothing required, what papers they need to bring with them, etc.

**Debrief and Evaluation Where Appropriate** - Staff and students will be asked to comment on the trip and identify any concerns and also to highlight where things worked positively. The written evaluation form should be submitted to management and placed in the Trip File.

### **Information**

A supervisor must carry a list of all students and adults on the visit, at all times with pertinent information noted (allergies, special diet or needs). For day trips this will involve print – outs of all pertinent student information from the school's Phoenix information system. For residential trips this will involve collecting / collating all relevant information from the relevant trip letters / forms.

### **Head Counts**

Whatever the nature or length of a visit there should always be regular head counts, particularly before leaving any venue.

### **First Aid**

The Group Leader must ensure that adequate first aid arrangements are made bearing in mind the location and nature of the activity. In a situation where expert medical help is not readily available at least one member of staff should have first aid certification.

### **Emergency Procedure**

In the event of an accident or emergency, the supervising teacher should immediately contact the Group Leader for assistance. The Group Leader is responsible for assessing and resolving the situation, be it medical or otherwise - such as contingency measures. The Group Leader may seek advice / help from the management or Directors should they deem it necessary. The Group Leader will follow the School's Health & Safety Policy / Procedures and contact the relevant parent/s or assign a competent adult to do so if appropriate in the circumstances. Urgent medical assistance should not be delayed by attempts to contact parents - who will have acknowledged and signed this part of the emergency contacts and procedures form.

### **Recording Accidents**

Accidents are 'unplanned events' and, therefore, not every eventuality can be accounted for in the risk assessment. Should an accident occur it must be - if applicable - recorded in the accident book at the site / venue. Upon return to school, the accident should also be recorded in the school accident / incident book.

### **Medicines and Medication**

In general, medicines should be clearly labelled with name and dosage and handed to the Group Leader. For certain conditions however, this procedure may be wholly inappropriate and potentially harmful, i.e. asthma, where it would be wrong to separate an asthma sufferer from a prescribed inhaler. Similar consideration and care might need to be exercised for the sufferer of diabetes. In such circumstances, it would be advisable to consult with the young person's parents/carers and, if necessary, seek medical advice.

## **RISK STATEMENT (Risk Analysis)**

The school regards trips as a valuable part of a student's education and acknowledges the voluntary contribution that teachers, and other adults make in enabling students to experience a rich variety of visits off the school site. Such trips do, however, often involve a degree of risk, which is inherent when students are placed in unfamiliar places or are undertaking new activities. Some risk is accepted, but by following the procedures included within this policy, the degree of risk will be reduced to an acceptable level.

**Approval Process** - See forms (examples included in the appendix).

### **General Identification of Hazards/Risks**

The aim of the risk assessment is to identify the arrangements that will need to be in place to ensure the trip takes place safely. Many of the arrangements will be standard ones and there should be a basic framework to be followed for all trips. This will then be supplemented for those trips involving greater risk. A single assessment can cover regular trips, e.g. for WESC trips or inter school activities, whilst an individual risk assessment will be required for any residential trip. The leader of each trip will need to identify all known hazards and potential risks before submitting a trip application form.

The leader must give consideration to categorization of a trip e.g.:

**High risk** - Trips abroad and/or involving adventurous activities

**Medium Risk** - Other residential trips

**Low Risk** - Short duration trips in the local area or regular trips

## **Risk Assessment Considerations**

Where a trip involves an overnight stay it is important to ensure that the sleeping arrangements are suitable and that accommodation is secure. Staff should be accommodated close to the students, and student dorms/rooms are to be single gender.

It is advisable to obtain, in advance, a layout of the accommodation and the arrangements in place, e.g.:

- Are external doors secured after a certain time?
- Are there CCTV machines in operation?
- Are there secure lockers for possessions?
- Will pupils be expected to share facilities with others?

It is also advisable to have a walk around the facility on arrival, internally and externally, to check for potential points of entry or egress and fire / earthquake drill procedures.

## **Activities**

Any activities or potential activities, which may form part of the school trip, are to be identified. This must include both the formal activities e.g. abseiling, mountaineering, etc. plus informal ones, e.g. students may be allowed to go shopping in a town or swimming. This is essential both to ensure that hazards are identified and risk assessed, and in order to provide parents with a complete picture of what the trip involves.

This is a useful way of identifying the extent of the planning required and should inform judgements made relating to timescales. For example a High Risk trip, involving outdoor activities in a foreign country, may require a year's preparation, whilst a trip to a local museum may only require a few weeks.

## **Planning is essential.**

In order to identify a basic risk rating trip leaders must complete the risk assessment forms (see appendix). The aim of this form is to provide the school's senior management with a brief outline of the trip, which indicates what its aims are and the hazards, which need to be addressed.

## **School Approval**

Approval will only be given by the Head teacher / Principal, Deputy Heads / Vice Principals or Directors following the satisfactory completion of the set of forms (see Appendix).

**Insurance** - Where school trips are undertaken overseas insurance will be sought which will provide cover for Cancellation, Medical Expenses, Personal Accident, Personal Effects and Legal Liability to indemnify each member of the party.

## **Personal Needs**

This covers the type of clothing/equipment the group and staff will need to take with them. These requirements need to be established as early as possible. Most outdoor activity providers will have equipment available but this will need to be checked. Students may require a packed lunch, decent walking shoes, pocket money, passports, etc.

## **Security**

Security is a key consideration for any trip, both in terms of personal safety, and in terms of loss of personal property. To address these concerns arrangements need to be implemented to ensure adequate supervision of the group, provision of contact numbers, and identification of areas viewed as high risk.

## **Tour Operators**

Where the trip is booked using a tour operator, or outside body, the school must ensure that the tour operator is reputable.

## **Transport**

This can involve walking, use of school minibus, hiring of vehicles and drivers, booking places on scheduled flights/ trains etc. or a combination of these.

## **Parents:**

### **1 - Information to Parents**

Parents and guardians are entitled to be fully informed, not only of practical details but also on the aims and objectives of the proposed visit, how it aligns with the school's vision and mission and its value to their child's education.

Information to be issued depending on the nature of the trip:

- For one - day visits, a letter giving full details of the visit, permission slip and emergency contact (the school)
- For residential trips, an initial letter outlining the visit with main details and permission slips should be sent. At a later date more detailed information must be given including: list of activities, staff, trip leader contact number, school emergency number, student's medical history form, emergency contact details, doctors' names and numbers
- Clothing requirements, equipment / food / recommended spending money
- Insurance details for trips abroad
- Involvement of outside agencies (tour guides)

### **2 - Parental Consent:**

It is mandatory that trip leaders obtain parental consent for every aspect of a visit. For this reason, the organisation of a trip must involve and take into account all the activities that students will undertake. Consent should be obtained for the following:

- The students being allowed to participate in the visit
- Students not being immediately supervised or supervised by outside agencies. On these occasions, students must be placed into groups of at least three, and must be aware of how to contact/ locate a teacher
- Students taking part in any physical activity (swimming) with or without teacher supervision
- Any student being allowed to make their own way to or from a visit or being set down at an alternative place to the terminating point
- Medical treatment to be carried out, especially emergency measures, if there is no time to contact parents (or parents are unavailable)

Should parental consent not be given for any reason (the reason must be stated on the parental permission form and placed in the child's educational file), the student will not attend school on that day/s and as such will be recorded as being absent (as 'school' will be occurring on the trip).

### **3 - Information and documents required from Parents:**

The nature and destination of visit will determine the amount of information required by the parent:

**Day Trip:**

- Permission slip & consent for all activities undertaken
- Full payment
- Emergency contact (from MIS, parents must keep their records updated)

**Residential Trips:**

- Permission slip & consent for all activities undertaken
- Full payment
- Completed essential information form (emergency contacts, etc)
- Copies of passport / ID card / Birth certificate

\*Parents have the responsibility of ensuring that their child is following the school dress code, preparing their child for participation and accepting that a child who is a risk to the health and safety of either him/herself or others may be sent home early.

## **Field Trip Arrangement Protocol/ Procedure**

1. Contact the venue, check for: price, date availability, accommodating numbers (of students), toilets/facilities, cancellation policy, or any other pertinent question(s). Do risk assessment if new venue or not visited recently. Have staff read the risk assessment of the trip to acquaint themselves with the venue.
2. Contact Hala Hosni in reception, she will have the letter from the previous year. Edit new information into letter. Have letter approved by Principal. Send the approved information/permission letter to be copied. Hala will arrange/book the bus/buses if day trip.
3. Classroom teachers will collect the money and turn over to accounting (check to see that there are over 50% of the students going, otherwise the trip will be cancelled due to non-viability).
4. A few days before the trip: Alert the necessary support staff that will join as chaperones on the trip. If the trip is Arabic related, alert their staff that will join. Discuss with lead staff member going on the trip the time needed for transportation to the venue, the start time of the tour, show, etc., so they know when they will need to leave school.
5. The day before the trip: Find out if there are any students who have not brought in their permission slip or payment so the parent may be contacted to check on the status of the child (has the child given the letter to the parent?, does the parent know they will not send their child to school if they are not going?).
6. Day of the trip: Give the lead member of staff the first-aid kit, trip mobile phone payment money from Hala. For residential trips, parents are also given number of lead staff member trip mobile.

### **SUMMARY**

Some school trips, e.g. involving outdoor pursuits, have a degree of risk associated with them and risk can never be completely removed. This is acknowledged, but most accidents have occurred where risks have not been considered or where inadequate arrangements have been made. This guidance should ensure that trips are organized in a methodical way and thus ensure that school trips continue to be undertaken safely.

### **POLICY REVIEW**

This policy is a working policy and will be subject to regular review in practice. The school will periodically review the process to ensure that it continues to work effectively.

**Appendix – these can be adapted by depts.**

Sample Letters to Parents

Sample Emergency Information & Medication Forms

Sample Risk Assessment Forms

**CONFIRMATION FROM HEAD TEACHER / PRINCIPAL FOR VISIT TO GO AHEAD**

To be completed by the Head teacher / Principal

To the group leader:

1. I have studied this application and am satisfied with all aspects including the planning, organisation and staffing of this visit. Approval is given.
  - a. Please ensure that I have all relevant information including a final list of group members, details on parental consent and a detailed itinerary at least seven days before the party is due to leave.

- Your report and evaluation of the visit including details of any incidents should be with me as soon as possible but no later than 14 days after your return.
  - b.

Signed:

Date:

Head teacher / Principal's full name:

1. Place to be visited e.g Paris: Potential hazards: eg: • walking in city streets • travelling by ferry • loss of passport • unsuitable hotel

2. List groups of people who are especially at risk from the significant hazards you have identified: eg: • pupils • non-teaching staff • students • teachers • group leader

3. List existing controls or note where the information may be found: eg: • ensure sufficient supervision • know details of consulate • clear guidance to pupils • exploratory visit

4. How will you cope with the hazards which are not currently or fully controlled under (3)? List the hazards and the measures taken to control them.

5. Continual monitoring of hazards throughout visit: Adapt plans and then assess risks as necessary.

# RISK ASSESSMENT ACTION PLAN

Activity/Situation/Hazard	Action Required	Target Date

Assessment and Action plan prepared by: Date:

## EVALUATION OF THE VISIT TO BE COMPLETED BY THE GROUP LEADER

School/Youth Group:	
Group Leader:	
Number in Group:	Boys:          Girls:          Supervisors:
Date(s) of Visit:	
Purpose(s) of Visit:	
Venue:	
Commercial Organisation:	

Please comment on the following features:

	Rating out of 10	Comment
1. The Centre's pre-visit organisation:		
2. Travel arrangements:		
3. Content of education programme provided:		

4. Instruction:		
5. Equipment:		
6. Suitability of environment:		

	Rating out of 10	Comment
7. Accommodation:		
8. Food:		
9. Evening activities:		
10 Courier/Representative:		
11. Other comments and evaluation including "close calls" not involving injury or damage:		

Signed: Date: Group leader's full name:

To be detached and completed after all ventures and logged in the school's central records.  
 School/Group:

Parental Permission & Emergency  
Information / Medical Information

1. Details of visit to:

From: Date/Time:

To: Date/Time:

I agree to (name) \_\_\_\_\_ taking part in this visit and have read the information sheet. I agree to 's his/her participation in the activities described. I acknowledge the need for my child to behave responsibly.

2. Medical information about your child

.a. Any conditions requiring medical treatment, including medication? YES/NO If YES, please give brief details:

.b. Please outline any special dietary requirements of your child and the type of pain/flu relief medication your child may be given if necessary:

.

For residential visits and exchanges only

c. To the best of your knowledge, has your son/daughter been in contact with any contagious or infectious diseases or suffered from anything in the last four weeks that may be contagious or infectious?

YES/NO If YES, please give brief details:

d. Is your son/daughter allergic to any medication?

YES/NO

If YES, please specify:

e. When did your son/daughter last have a tetanus injection?

I will inform the Group Leader as soon as possible of any changes in the medical or other circumstances between now and the commencement of the journey.

### 3. Declaration

I agree to my son/daughter receiving medication as instructed and any emergency dental, medical or surgical treatment, including anesthetic or blood transfusion, as considered necessary by the medical authorities present. I understand the extent and limitations of the insurance cover provided.

Contact telephone numbers:

Work: Home:

Alternative emergency contact:

Name:

Telephone number:

---

Name of family doctor:

Telephone number:

---

Signed: Date: Full name (capitals):

THIS FORM OR A COPY MUST BE TAKEN BY THE GROUP LEADER ON THE VISIT. A COPY SHOULD BE RETAINED BY THE SCHOOL CONTACT