



The British Embassy Study Group

Policy for school trips

This policy has been written in accordance with current DCFS (policy to be checked with DCFS new policy 'Out and About' when issued in the near future) and Rospa (The Royal Society for the Prevention of Accidents) (www.rosipa.org.uk/safetyeducation/schooltrips) guidelines. Updated Rospa info taken from <http://www.rosipa.com/safetyeducation/schooltrips/>

Introduction

School trips have been part of the British Primary education for many years. The benefits are many including:

- to stimulate the mental, spiritual and physical development of the child;
- to enable the child to spend time intelligently and happily, sharing experiences with others;
- to enable the child to acquire resourcefulness, initiative and self-reliance;
- to enable the child to cultivate good fellowship and unselfishness;
- to fulfil requirements of the National Curriculum orders through first hand experiences
- to enable children to develop through personal and social education.

a) Types of school trip

All children at the BESG are actively encouraged to attend the many types of school trips that are offered, these are listed below

- Short visit, close to school
- Visiting a place of educational interest some distance from school
- Visits to other schools
- Residential visits
- Camping

b) Overall guidelines

- The overall responsibility of any trip rests with the Head teacher
- Each trip will have a designated Group Leader who will take on the planning and running of the trip
- All trips will be led by a qualified teacher from the BESG, preferably the class teacher
- All Group Leaders **and Deputy leaders** must have completed a preparatory visit, and be fully aware of the area to be visited.
- All other adults must be aware of their individual roles and responsibilities

c) Residential trips

Traditionally the BESG residential trips have been as follows

Year 3: Summer term, two nights in Cappadocia

Year 4: Summer term, four nights at Pastoral Vadi

Year 5: Summer term, three nights in Space camp, Izmir

Year 6: Summer term, four nights in Çanakkale

Year 7: Autumn Term, three nights at Space Camp, Izmir

These destinations, activities and accommodation used are all under **regular** review in terms of health and safety and suitability for our children.

d) Choosing a team for residential trips

The team that goes on each residential trip must be carefully selected. In addition to the class teacher the team should also include at least one other qualified teacher from the school staff, as well as a fluent speaker of both Turkish and English. Parents are able to go on trips but not if their child is in that class. Visits will be open to staff to apply for places and all staff members who have existing supervisory duties with the BESG children will be considered. Attending the trip will require either protected or supplementary salary. As a principle, no supervisor on a trip will lose salary through taking part.

e) Planning

Whatever the destination of the trip, formal planning must take place before hand using the risk assessment and planning forms in the appendices. The head must be satisfied that the Group Leader is competent to lead the visit, having the necessary experience and knowledge. See the appendix i for a list of other areas for the Group Leader to consider at the planning stage and a planning tick list.

f) Travel

All trips taken by coach will follow the guidelines below:

- All coaches will be fitted with lap belts
- No children will sit in the front 4 seats or back 4 seats
- Adults will sit at intervals throughout the coach

The list of the minimum requirements needed for a bus is listed in the appendix ii.

All trips taken by plane will follow the guidelines below:

Children will always sit in pairs +

A teacher will accompany children to the toilets

They will remain seated at all times

Adults will sit at intervals throughout the plane journey

For more detailed requirements please see appendix xii.

g) Responsibilities

Governors

- are responsible for the general conduct of the school;
- **are responsible for setting the school trips policy.**

Head Teacher

- is responsible for seeing that the policy is implemented
- has a responsibility to ensure that all school trips comply with school regulations in every respect; and if this responsibility is delegated, it must be to a member of the teaching staff;
- must ensure that activities are properly planned and supervised and that the pupils' safety is paramount.
- must ensure that the risk assessment has taken place and that all safety measures are in place
- must ensure that the group leader has fully prepared the trip

- must ensure that they have the venue telephone numbers and contacts at all times during the trip
- needs to be sure that a school trip has a clear educational value;
- must ensure that arrangements are in accordance with **our school trips policy**;
- must ensure that the school can run efficiently in absence of anyone on the trip

Teachers (Group Leaders)

- have overall responsibility for the trip
- must clearly define the role of each adult and brief each adult before the trip
- must ensure that adequate first aid provision will be available
- must ensure the meticulous planning and preparation of the school trip including a risk assessment of all activities;
- must ensure that all adults are aware of emergency procedures
- must safeguard the health and safety of pupils both on the school premises and in authorised activities elsewhere
- must ensure that all adults are aware of any medical or special needs of any of the children
- must maintain good order and discipline at all times
- must assign a deputy who will be briefed to take over the role of group leader in case of an emergency and who has visited the location prior to the trip
- must satisfy themselves, prior to the trip that the bus and drivers meet the criteria as set down in this policy.
- Excellent additional information for group leaders can be found at <http://www.teachernet.gov.uk/wholeschool/healthandsafety/visits/>

Non-teachers

- must accept the duty to act as a responsible parent towards the children
- are not accountable as teachers
- must fulfil their role as defined by the group leader
- If a tour guide is used they must be registered under Turkish law, they will not be included in the adult:pupil ratios

Pupils

- must follow the instructions of the group leader, and other adults, throughout the trip
- must behave sensibly and responsibly, as though in school
- must be aware that prior behavioural difficulties may, in exceptional circumstances, stop them from going on the trip

f) Supervision

The lowest ratio must be:

Nursery: 1 adult to 3 children

Reception and Year 1: 1 adult to 4 children

Year 2 and 3: 1 adult to 5 children

Year 4, 5, 6 & 7: 1 adult to 7 children

Wherever possible these ratios must be improved. It is important that one adult is a fluent Turkish speaker. These ratios must be carefully considered for all activities on the trip. No residential trip will run with less than three adults. If the pupils have special educational needs, there should be a higher staff to pupil ratio

Head counts

Regular head counts must take place on all trips, especially when leaving any venue. All adults should carry a list of all pupils and adults in the visit at all times. The Group Leader should establish a rendezvous point and inform children and adults what to do if they get separated.

h) Risk Assessment

For all trips a risk assessment must be completed beforehand and submitted to the head teacher. This should be completed by the group leader and the deputy no more than two months prior to the trip and distributed to other adults before the trip. If the Group Leader has led the trip the previous year and the same accommodation is being used the risk assessment can be completed using prior knowledge and the trip evaluations, a preparatory visit will not be seen to be necessary. The form in the appendix iii should be used; the headings should be used as a guide. There is no such thing as zero safety and a risk assessment is a clear way of structuring risk control decision making. This high regard for health and safety issues does not have to stifle the adventurous spirit of trips and visits but should create an environment which breeds confidence and success.

i) Preparatory visit

Wherever necessary this should be undertaken by the Group Leader. The purpose is to both be aware of the requirements of the risk assessment and to familiarise themselves with all aspects of the visit. Wherever possible this visit should be taken out of school hours and agreement from the treasurer must be sought first. When a trip is planned to take place over several years, the Group Leader should begin a file to advise future Group Leaders of both organisational and potential risks. This file should be added to during preparatory visits and on or after the trip itself. **It is expected that these visits should take place at least every two years.**

j) First aid

First aid should be considered according to the length and the nature of the trip and the provision at the venues. On any trip the group Leader should delegate a confident person to be responsible for first aid, although all adults must be made fully aware of the medical needs of individuals. A fully equipped first aid bag must be carried on all bus journeys and a smaller one must be carried on day trips. See appendix iv for a list of the contents of the medical bag. The school nurse is responsible for liaising with the designated first aider on the trip to ensure that the first aid bags are fully equipped. They are also responsible for liaising with parents on first aid requirements and emergency contact details these must be carried by staff on the trip at all times. Copies of the required medical forms which must be signed by parents before any residential trip can be found in appendix v.

k) Communication with parents

Any trips being held on or off site will require a parental consent form, an example can be found in appendix vi. This must include the date and destination of the trip and parents must date, sign and print the forms. No child will be able to join a trip without written parental

consent. Whilst on the trip the group leader must be in possession of emergency contact lists at all time.

Residential trips

Before a residential trip parents must be invited to a briefing session where details of the trip are discussed. All parents are expected to attend the trip meeting, in the unusual circumstance that they are unable to attend they must send someone in their place. All staff attending the trip must also attend this meeting. If there are medical concerns the child may not be allowed on the trip unless parents have discussed these with the school nurse and group leader before the trip commences. Appendix vii lists a basic framework for this briefing session.

Communication with parents during residential trips

The class telephone tree will be activated to inform parents of the safe arrival of their children to the initial destination. The same method will be used to inform parents of the expected arrival time in Ankara on the return trip. Parents must be given details of the places that the children will be staying at so that they can communicate in an emergency.

Parents are discouraged from speaking to pupils directly unless there is a special event such as a birthday. Exceptions to direct conversation should only be made to pupils in need and where this has been discussed and agreed by the parents and the group leader.

Parents should have the contact details of the accommodation where the children are staying. In cases of emergency parents should have school's contact numbers, who will then contact the teacher.

1) Accommodation

Accommodation used for residential trips must meet the basic requirements set out by the governing board. These are listed in Appendix viii. If accommodation is deemed to be unsuitable for our use, an alternative must be found. In all cases the health and safety of our children is paramount.

In addition the group leader must:

- Obtain room plans before the trip.
- Organise adult supervision to patrol outside the rooms until the pupils are asleep
- Ensure pupils know where to go for assistance during the night (eg the room numbers of the adults and where these rooms are.)
- Undertake a fire drill as soon as possible after arrival at each venue
- Ensure that the group's immediate accommodation is exclusively for the group's use wherever possible
- Arrange accommodation so that teachers (of both genders where appropriate) have sleeping accommodation on the same floor immediately adjacent to the pupils' accommodation;
- Ensure there is a teacher present on that floor whenever the pupils are there;
- Ensure that in the absence of 24 hour staffing of reception, external doors are made secure against intrusion and windows closed as necessary to prevent intrusion;
- Ensure that where possible, internal doors are lockable but staff must have reasonable access to the pupil accommodation at all times;
- Ensure that where pupils' doors are locked, teachers have immediate access, as necessary, to a master key;

- Ensure that all staff and pupils know the emergency procedures/escape routes in the event of a fire. Where windows and doors are locked against intrusion at night, ensure that alternative escape routes are known and that all fire doors function properly.

m) conduct of staff and pupils

Pupils

- All pupils must follow the instructions of the group leader, and other adults throughout the trip
- All pupils must behave sensibly and responsibly, as though in school
- All pupils must behave in such a way as to keep themselves and others safe at all times
- Must know who their supervisor is and how to contact them at any time

The group leader takes overall responsibility for the discipline of all pupils on the trip as necessary. This will always be inline with the school current Behaviour Policy.

Staff

- All staff must be made aware that they are responsible for all children at all times and must, therefore behave in a responsible manner.
- All adults must be aware of their individual responsibilities on the trip, including night time supervision.
- All staff must sign a code of conduct before joining a residential trip (this can be found in appendix xi)
- At all times staff must behave in line with their current contract
- All staff will hold a fully serviceable mobile phone at all times, to be used in the event of an emergency

The group leader will take overall responsibility for reporting back on staff behaviour as part of the overall evaluation of the trip. Any disciplinary action will be assessed and acted on by the head teacher on the return to school.

n) potentially hazardous activities

Below are a series of potentially hazardous activities. These need to have a very clear risk assessment and the board of governors must be informed of these prior to the trip. The list has been divided into those which must only be led by a qualified instructor and those which can be led by the Group Leader.

These activities can only be carried out under the guidance and supervision of a qualified instructor:

- Caving
- Climbing
- Horse riding – there are strict safety procedures which must be followed, these include standards of equipment, qualifications for group leaders and codes of behaviour.
- Ice skating
- Archery
- Skiing – the party leader must be competent and qualified skier with a recognised certificate. Any pupil taking part must be physically and mentally prepared

These activities do not need the presence of a qualified instructor:

- Camping – fire is always a potential hazard. Careful, precise planning plus good order and discipline are essential
- Boat trips or canoeing (further guidelines for boat trips can be found in appendix ix – the Governing Board state that no children from BESG should be involved in canoeing)
- Kite flying
- Swimming in open water (further guidelines on this can be found in appendix x)
- Theme parks

(These activities were taken from ROSPA [Royal Society for the Prevention of Accidents] guidelines, this list is not exhaustive)

o) evaluation and follow up work

On return to school the Group Leader must submit an evaluation of the trip to the Head Teacher. This will then be used to support the planning of the trip in the future. Other members of the trip may also submit an evaluation.

p) insurance

Legally a written risk assessment must be carried out before any trip is undertaken. We have a duty of care towards all pupils under our supervision and in an activity where there is an element of risk we must show that we have considered, and as a result taken all reasonable precautions. As part of our health and safety duties we must show that there is effective communication at all levels. We must be careful as being careless is, in legal terms, being negligent.

The insurance that we have at BESG covers personal injury, medical and related expenses and public liability. When children are on the grounds of the hotel they are covered by the hotel's third party public liability insurance. This has been checked before the trip stays at the hotel. When children are on the coach/flight they are covered by their third party insurance. School insurance covers the children when they are in all other areas. Parents should also be given full details of the insurance cover in place to protect their children. – ROSPA recommendation

q) Finally

Returning to the purposes of our visits is always essential. Confidence building and learning are ideally linked together on residential trips which will vary from learning a new skill to finding an artefact long buried. As a school we want pupils to be safe and so need regulations. Beyond that we want the experience to be one that will live on as a time of growth and enjoyment.

This policy was re-written in 2009 and was approved by the Board of Governors in May 2009.

It has been further updated January 2010 to reflect the addition of Year 7.

It will be due for review in 2011, or earlier if required.

Appendix i
Planning a trip

Stage 1: Initial planning

Have you read and understood the school's policy on school trip procedure?

Cover yourself by following the procedures laid down by the Governors for the organisation of school trips.

Are you aware of your legal and moral responsibility as party leader?

Make sure you know what your obligations are when in loco parentis.

Have you visited the resort before?

If not, ask about inspection visits, or contact someone who has been to the location.

Are there any likely Health & Safety related to activities or accommodation?

As part of your risk assessment you need to be aware of these and take appropriate action, including informing parents.

What does the cost of the trip include and exclude?

For example, ski trip prices often only cover the cost two-hour morning lessons, afternoon lessons are extra

Is the trip suitable for all students?

Take account of age, gender and special needs issues.

Which staff will be accompanying you?

Make sure there is an appropriate balance in terms of gender, experience etc. Is there someone with a first- aid certificate?

What are the insurance arrangements, and are they sufficient?

Check this out bearing in mind the activities to be undertaken.

Stage 2: set up a parent's meeting

This should be carried out within the 6 months before the trip, see appendix vii for guidance on this.

Have regular team meetings and ensure all staff are consulted about arrangements

Team work and leadership are vital ingredients to a successful trip.

Regularly update your risk assessment relating to individual students' needs

Meet with relevant staff and parents if you are concerned about an individual student's needs. For example, an additional member of staff might be needed to assist with a student who is disabled or has particular behavioural difficulties.

School Trip Group Leader Checklist (RoSPA guidelines)

- What is the purpose of the trip or visit? (Aims & Objectives) Is it linked to the curriculum or a stand alone objective?
- Where are you going and for how long?
- How big a group do you want to take? Who do you want to take?
- Do you have the DfCSF, school and other guidance on school trips? Do you need any further advice?
-
- Have you been before? Do you know anyone else who has been to the same place?
- What activity/activities will be involved? Make a list.
- Have you done a risk assessment for all the activities? What are the significant hazards and risks? Have you planned to avoid them? Can you avoid them? Do you need professional advice?
- What are the travel arrangements? Have you done a risk assessment for them? Have you planned food and rest stops?
- What supervision levels (staff:pupil ratio) do you need and why? Have you recorded all details of your decision with regard to this?
- Have you got parental consent for each child? Have you given parents all the essential information? What, if anything, do you need to know from the parents?
- Is your communication network in place (now and for the duration of the trip)? Who will keep copies of all the details? Where will they be kept?
- Do you have adequate insurance to cover the trip?
- Are the financial arrangements in order? What protection of payments is in place? Do you need advice?
- What is the First Aid provision? Is the first aid kit in good working order? Who will look after the first aid kit? Is there a first-aid trained adult on the trip?
- Do any of the pupils require medication? Who will look after it? Who will administer it? Take advice.
- What are the emergency procedures if anything should go wrong? Does everyone know them? Have they been understood and practised?
- Is the programme for the trip now agreed by all relevant parties?
- How will you evaluate the trip? What is the follow-up work?

Adventurous Trips

Before proceeding, ask yourself -

1. What are the educational aims of the visit? Is the visit appropriate for these aims?
2. Do I fully understand my legal duties and obligations? (You may also care to consider whether or not you are willing to accept these. You cannot go ahead, especially as group leader, unless you do.)
3. Do I have the necessary expertise or specialist knowledge and skills required for this visit? (Consider here your First Aid knowledge and training.)
4. Do I need to take someone with me who has the knowledge and skills I lack? (Consider someone with First Aid Qualifications who holds a valid certificate.)
5. Who should I take with me as co-leader? (E.g. If going abroad, someone who speaks the language of the country to be visited.)

6. Can I obtain expertise and help on site?
7. Do I know others who have already been on this visit? (It is a good idea to contact other schools who have used the same venue.)
8. Am I able to make a preliminary reconnaissance of the site?
9. Do I know how to do an accurate written risk assessment?

Outdoor Activity Centres

Seek assurance about the safety standards of any Activity Centre to be visited and of the competency of their staff. Request a full list of centre staff which details what they will be doing with the children if it is a potentially hazardous activity.

What else do you need to know?

- Does the centre operate a policy for staff recruitment, training and assessment which ensures that all staff with any responsibility for the safety and welfare of participants are competent?
- Does the centre carry out criminal record checks as part of its recruitment procedures?
- Does the centre have a clear chain of responsibility set out in writing?
- Does the centre have written local operating procedures for each programme or activity offered?
- Does the centre guarantee that there is at least one responsible person with First Aid qualifications on site?
- Is the equipment used at the centre safe, appropriate, correctly sized and correct for the intended purpose?
- Is the equipment frequently checked and the results recorded (internal audit)?
- Has the centre produced a written document on accident and emergency procedures, including fire safety, and is this available?
- Does the centre provide insurance cover?

Appendix ii
Minimum requirements for buses

OTOBÜS Emniyet kemeri (yüksek standartta) takılmış 10 yaşını geçmemiş En az 5 yıllık güvenli geçmişi Araç telefonu Çalışır durumda TV, video	BUS Seat belts (high standart) Maximum 10 years old Minimum 5 years security record Vehicle phone Working TV, video
ŞOFÖR En az 10 yıllık deneyim En az 5 yıllık deneyimli yardımcı şoför Tercihan çocuklarla çalışma deneyimi Gidilen güzergahta deneyimli olma	DRIVER Minimum 10 years experience Assistant driver with min. 5 years exp. Preferably working exp. with children Experience on the route/road

In addition to this written assurance of the drivers' safety records and experience on driving on the routes required should be obtained from the Bus Company wherever possible.

Appendix iii Risk Assessment

This is an example of the school initial risk assessment. The Risk assessment Template for completion can be found on the school computer system. An example of which is found in Appendix xii

5 stages of risk assessment:

1. **Identify the hazards:** walk around the area to be visited and look at what could reasonably be expected to cause harm. Concentrate on significant hazards, or those that could harm several people.
2. Decide who might be harmed and how
3. Evaluate the risks: you have to decide for each significant hazard whether the risk is high (an accident likely with the possibility of serious injury or loss), medium (there is a possibility of an accident occurring causing minor injury or loss) or low (an accident is likely with control measures in place). Decide what safety measures need to be in place to get rid of the hazard, or reduce the risk so harm is unlikely. It is likely that some risk will remain after all the control measures have been put into place but this risk must be low.
4. Record your findings and control measures: you must record the significant findings from the assessment. You must be able to demonstrate that a proper check was made.
5. Review and revise: this should be carried out annually or when necessary. On return to school note any hazards that arose that might affect future visits.

INITIAL ASSESSMENT

Action plan		
Trip destination:		
Trip times:		
Group leader:		
Other adults:		
Potential risk	Level of risk	How will this risk be overcome?

<u>Travel</u>		
Modes of transport		
Route		
Stopping places		
Accessing the transport		
Leaving the transport		

<u>Accommodation</u>		
Fire hazards		
Windows		
Balconies		
Stairways		
Access to rooms		
Food		

<u>Excursions</u> Grouping Weather Strangers Adult:child ratios Water First aid		
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<u>Others</u> Emergencies Competence and experience and qualifications of adults Age and ability of children SEN or medical issues		
<u>Other hazards</u>		

Appendix iv
Contents of medical bags

RED MEDICAL BAG

Main Compartment

1st aid book
Bottle Water for eyes/wounds 1
Sanitary Pads
Eye pads 1box
Triangular bandages 3, Roller bandages 3, Crepe Bandages 3
Tape, Sterile Dressings 10x10&5x5
Rubber Pants
Mattress covers and incontinence pad
Extra boxes plasters 2
Ice packs-disposable 3
Gloves & Gauzes
Paper tissue
Vomit bags 2x3

Front Pocket

Vomiting bags 6 single, empty plastic bags
Gloves
Tissues
Wet Wipes
Hand gel 1
Sun Lotion 1
Mosquito repellent 1

Side Pocket 1

Emergency blanket
Steristrips, scissors, dressing pads, gloves & swabs

Side Pocket 2

Tweezers
Thermometer
Blister kit and wipe
Rescue blanket

Bum Bag (in main bag)

Gloves and swabs
Saline pod for eye/wound
Triangular bandage 1
Dressings
Blood stoppers 2, Crepe bandage 1, roller bandage 1
Plasters/band aids

Medicines

Calpol 6 plus 1bt, Minoset 3bx, Zyrtec 3bx, Travel calm 3bx, Fenestil antihistamine Gel 1tu, Oral Rehydration Salts 1bx(3ea)

GREEN MEDICAL BAG

Main Compartment

1st aid book
Bottle Water for eyes/wounds 1
Sanitary Pads
Eye pads 1box
Triangular bandages 3, Roller bandages 3, Crepe Bandages 3
Tape, Sterile Dressings 10x10&5x5
Rubber Pants
Mattress covers and incontinence pad
Extra boxes plasters 2
Ice packs-disposable 3
Gloves & Gauzes
Paper tissue
Vomit bags 2x3

Front Pocket

Vomiting bags 6 single, empty plastic bags
Gloves
Tissues
Wet Wipes
Hand gel 1
Sun Lotion 1
Mosquito repellent 1

Side Pocket 1

Emergency blanket
Steristrips, scissors, dressing pads, gloves & swabs

Side Pocket 2

Dental Repair kit
Tweezers
Thermometer
Blister kit and wipe
Rescue blanket

Bum Bag (in main bag)

Gloves and swabs
Saline pod for eye/wound
Triangular bandage 1
Dressings
Blood stoppers 2, Crepe bandage 1, roller bandage 1
Plasters/band aids

Medicines

Calpol 6 plus 1bt, Minoset 3bx, Zyrtec 3bx, Travel calm 3bx, Fenestil antihistamine Gel 1tu

Appendix v
Medical consent forms
British Embassy Study Group

Trip to:

Dates

Name of pupil:

Date of birth/...../..... day month year

If your child is ill during the week prior to the trip (i.e. away from school or ill at home if a holiday), a doctor's note certifying fitness to undertake the trip will be required.

1. Is your child at present under medical supervision or having any form of medical treatment? YES / NO

2. Has your child in the past, suffered from:

AsthmaYES / NO

Hay Fever YES / NO

Other allergies YES / NO

Fits or blackouts YES / NO

Any serious illness ...YES / NO

Travel sickness ... YES / NO

Bed-wettingYES / NO

(Please circle appropriately and contact nurse to provide further information if any YES)

3. Are there any dietary concerns or special dietary needs? (If so, please list)
YES / NO

.....

4. Date of last tetanus immunization.....

5. Has your child had any rabies immunizations? If so, please list dates
YES / NO

.....
.....

6. Will your child require any medicine other than listed in this form during the trip? YES / NO

If YES, please ensure that you complete the correct medicine form, available on our website

Please note that no regular medicines will be given without the forms and medicine (in original container) handed in on the due date, which is the date of parent's meeting. No medicine will be accepted on the day of trip unless accompanied by a doctor's note and prescribed medicine form

7. I authorise the leader of the party, or other member of the school staff present, to consent to and initiate emergency medical treatment on the basis of information previously provided, which may be necessary during the course of the trip. In this event every effort will be made to contact parents at the earliest opportunity.

In addition, I confirm that I have read and understood the attached information leaflets and I authorize staff to administer:

1. Acetaminophen (also known as Tylenol or Paracetamol) at the appropriate dosage if deemed necessary. YES / NO
2. Insect repellent/ bite relief cream if necessary YES / NO
3. Sunscreen lotion if necessary YES / NO
4. Cetirizine(Zyrtec) antihistamine syrup/tablets at the appropriate dosage, if necessary, for relief from minor allergy (only after call to parent) YES / NO
5. Hyoscine travel sickness medicine, if deemed necessary YES / NO

Please indicate your answer for all five questions above

I hereby consent to allow my child to take part in this trip. During the trip I understand that adequate supervision will be provided

Name (please print)

Signature Date

.....

CONTACT DETAILS

It is vital that we are able to make contact with parents during the entire trip, especially if any problems with health occur. Please therefore complete the details below and ensure that the school is informed of any changes to the details given.

Father's Name Mother's Name.....

Home address

.....
.....
.....

Work address

.....

Telephone numbers: Home

Work (please identify whose)

.....
.....
.....

Mobile (Cep) Number/s

.....
.....

Email:

.....

Emergency contact details

.....

.....
..... If you will be away during the trip please list all contact addresses and numbers

Please complete fully, as this will be our record for reference during the trip

Appendix vi
Trip consent forms

British Embassy Study Group

Dear Parents,

Year **[insert year group/s]** is planning a field trip to **[where, be as specific as possible]** on **[date and time if possible]**.

The excursion will take place during normal school hours. We will require parent volunteers to help. Please let us know if you would be able to help.

Children will wear school uniform. We are planning on leaving school **[time of leaving and expected arrival back at school]** so please ensure that your child is at school on time. If they will not be coming to school please contact the school office as soon as possible.

Would you please complete the attached permission slip and return it no later than **[give a date no later than 3 working days before the trip]**

Thank you,

[your name and signature]

✂

British Embassy Study Group
in the letter]

Trip to [destination as worded

I/we agree to allow my/our child to take part in the planned field trip in accordance with the terms of the General Consent Form previously signed..

Child's name Class

Parent's signature

Date

Appendix vii
Framework for parental briefing meeting

All parents must attend the meeting, children should also be invited

This meeting should be held no more than 6 weeks before the trip

All members of staff attending this trip should be present at the meeting to answer any queries including the school nurse where possible

At this meeting inform parents of the following:

- Details of staff accompanying the trip and their roles
- Examples of activities that the children will be involved in
- Advice on appropriate clothing and pocket money
- The itinerary including departure and arrival details
- Accommodation details including telephone number for emergencies
- A clear identification of possible risks
- A clear statement concerning discipline and appropriate sanctions
- Details of travel arrangements, including any en route accommodation.
- Emergency contact name and number at school and in the resort
- It is also useful if the school nurse attends these meetings to discuss medical needs and support with the completion of the medical consent forms.
- A form of consent requesting special medical and diet information and permission to take appropriate emergency measures, plus home contact numbers.

Appendix viii
Requirements for accommodation

Essential requirements

Room security – no strangers can get in but children can get out
Hotel security – ie corridor lights left on at night, security guards in larger hotels
No access to balconies – these should be lockable
Suitable space for children in public spaces
Doors that lock easily and can be easily opened from the outside in the case of an emergency
Clean rooms
Secure windows
Fire alarm/drill carried out on arrival
Drinking water in rooms
Children should not have rooms on the ground floor of the hotel

Other things to look for

Smoke alarms in all rooms and communal areas
Clear fire escape
Temperature of water from taps
Clear stair wells
Menus suitable for children
En suite rooms
Outside play area outside conforming to standard safety requirements
Fenced off swimming pool
Not a high rise hotel
No telephones/minibars/electrical equipment

Appendix ix
Safety on boat trips

Effective water safety training should be incorporated wherever possible.

- the water temperature, weather forecast and tidal conditions
- the swimming competency in "real conditions" of all members of the party
- the "kitting out" of the group with proper clothing and equipment and the checking of life saving equipment
- the group's mastery of the capsize drill and other emergency procedures
- the ability of at least one member of the group to carry out expired air resuscitation
- the ability of the group to recognise the symptoms of hypothermia and the ability to deal with it

If the trip includes a walk along a river bank, time spent in the water or activities on the water then Group Safety at Water Margins should be read -
http://www.teachernet.gov.uk/_doc/3820/Group%20Safety%20at%20Water%20Margins.pdf

Appendix x

Guidelines for swimming in open water

Statistically this is the most dangerous outdoor activity for children. Being able to swim well in an outdoor pool does not guarantee safety in outdoor water.

It is good practice that, wherever possible, group leaders seek out recognised bathing areas that have official surveillance i.e. qualified lifeguard cover. But, even then, group leaders should be aware that pupils might mingle with members of the public and be lost to view. Pupils should always be in sight and reasonable reach of their supervisors.

The group leader should:

- be aware that many children who drown are strong swimmers;
- ascertain for themselves the level of the pupils' swimming ability;
- check the weather;
- be aware of the local conditions – such as currents, weeds, rip tides, a shelving, uneven or unstable bottom
- beware of rocks, breakwaters and other potential hazards;
- designate a safe area of water for use by the group;
- brief the group about the limits of the swimming area;
- avoid crowded beaches where it is harder to see pupils;
- be aware of the dangerous effects of sudden immersion in cold water;
- be aware of the dangers of paddling especially for young pupils;
- ensure that pupils have not eaten (at least half an hour) before swimming;
- ensure the activity is suitable for the pupils, especially any with special needs or disabilities;
- adopt and explain the signals of distress and recall;
- ensure that buoyancy aids, lifejackets etc. are used where appropriate;
- carry out regular head counts;
- be aware that it is not always possible to tell when someone is in difficulties.

Supervisors should

- have clear roles – at least one supervisor should always stay out of the water for better surveillance
- take up a best position from which to exercise a constant vigilance;
- divide their careful watching between staff who stand in the sea and look landward towards the group and staff who stay on land and watch the group from that vantage point;
- give the children their full, undivided attention;
- never swim themselves unless it is to help a child in distress;
- not join in any of the children's games;
- ensure that no child is allowed to wade out or swim further than his or her waist height;
- act immediately when a child appears to be in difficulties;
- ensure that children leave the water immediately if they get too cold

It is good practice for the group leader, or another designated adult in the group, to hold a relevant life saving award, especially where lifeguard cover may not be available.

Appendix xi

British Embassy Study Group

Code of conduct for all members of staff for residential trips

Before joining a residential trip all adults **MUST** read and sign this code of conduct. Failing to adhere to this whilst on a residential trip may result in disciplinary action.

- I have basic first aid training
- I am prepared to join a daily meeting on the trip to reflect on the day, make a written evaluation and plan for the day ahead
- Whilst in the role of supervisor my mobile phone will only be used in the event of an emergency
- When away from the children my mobile phone will be switched on at all times
- I will work as a member of a team, supporting the other adults on the trip and working under the leadership of the group leader
- I will not consume alcohol whilst on the residential trip
- Whilst in the role of supervisor I will not smoke

Signed.....

Date.....

Appendix xii

RISK ASSESSMENT

4 Hazards	7 Management Controls
Impact with something solid (e.g. tree)	No running in the airports. High pupil: adult ratio 1: 5
Slips, trips and falls on same level	Warn children of dangers and emphasise no running High pupil: adult ratio 1:5 Children to use handrails when using stairs and moving stairs
Slips, trips and falls from different levels (e.g. stairs)	Walk up/down stairs using side nearest wall, not to walk when using escalators When using travelators be careful stepping on and off. Where possible children are not to use the moving stairs in case of falling High pupil:adult ratio 1:5
Abduction	High ratio of adult to pupil 1:5. On the day when walking around the children are to stay with their allocated adult and the group will stay as one, including when going to the toilets. When going through customs if the group is to be separated adults will be allocated according to which channels they need to go through. However, once passed through the group waits in the nearest available space to reconvene as one
Getting Lost	High ratio of adult to pupil 1:5. Pupils will be placed in small groups with a designated adult leader. Regular head counts by this leader. Pupils will be briefed on where to go if they get lost and how to identify airport staff and not to panic and to get their information put out over the tanoy system. All children to have labels with all their details on and to carry with them at all times in their rucksacks
Accident involving a vehicle	When walking around airport car parks/exits, remind children of road dangers and to be alert. Always use pedestrian crossings where possible. When inside be aware of airport staff using vehicles for disabled

Toilets	<p>passengers</p> <p>Toilets will need to be risk assessed as used – although the toilets in the airport are very good – at Ankara, Munich and Geneva – adult to always accompany into toilets. If not possible to accompany toilets must be clear of adults and then our children let in. Adult to wait immediately in front of the door to stop passengers from going in until our children are out again</p>
Food	<p>Food and drink will be purchased and checked by adults only. Children to have food with them where possible so that they are suitable. Take plastic cups so that large water bottles can be purchased and then the water can be distributed.</p>
Separation of group	<p>After each official point – passport control, security etc the group must always wait for everyone to go through – no group goes a head at any point even if an official asks them to – the group stays as one</p>
Falls in the waiting lounges	<p>Children are to sit in the waiting areas and not run around. They are to remain in the area designated by the adults and where possible away from other members of public to cause them and us least disruption</p>
Falls on the plane	<p>Children are to remain seated unless they wish to go to the toilet – then they are to inform an adult and the adult will go with them – toilet doors often causing the child to be confused</p>
Stranger discussion on the plane	<p>Children are to be seated amongst teachers and told not to talk to strangers on the plane . . just to each other. If anyone asks them where they are from they simply say ‘Ankara’ and certainly do not mention the school name</p>
Food on plane - burns	<p>Children warned that it may be hot and where possible adults to open as it allows them to also check what is in the food</p>