

## “BRIGHT HORIZONS” - INTERNATIONAL BRITISH SCHOOL OF ZAGREB



Sveti Duh 122, Zagreb, Croatia

# Organising Educational Visits and Tours

## Policy and Procedure

### SECTION 1 – POLICY

#### Vision Statement

IBSZ “Bright Horizons” School aims to offer a broad and balanced range of exciting and stimulating educational visits. The opportunities have a positive impact on raising standards, being a valuable and important part of the learning process for people of all ages.

They serve to:

- bring breadth to the learning experience
- stimulate enquiry
- encourage tolerance and quality in relationships between all involved
- extend, enlighten and enrich the curriculum and the student’s learning experience

Residential courses should further self-discipline, organisation, empathy and recognition of our interdependence.

“Bright Horizons” is committed to providing all students as far as possible, including those with special needs, with at least four educational visits per school year.

All members of the school community (students, staff and parents) have a right to be informed of the many and varied opportunities available and should anticipate a broad, balanced and exciting offer.

Visits should be consistent with the aims of the school and be fully researched, approved, clearly targeted and reviewed. All visits should follow an agreed pattern, to be part of the overall academic planning cycle.

The scope of this policy covers a very wide range of potential activities, whether a short trip to a local

museum or travelling long distances for a specific activity at a specially selected location. The same principles will also be applied to those types of visits that are purely for enjoyment and enhancement of life experiences, such as swimming and sporting activities. The benefit for students visiting venues and gaining first-hand experience and/or partaking in activities is absolutely invaluable in their educational and personal development.

We also recognise that the selection of appropriate venues that can enhance the experience and enjoyment without compromising the health and safety of those who are involved, are crucial to the success of the visit.

The purpose of this policy is to therefore ensure that all educational visits, irrespective of their nature and duration, are well planned and coordinated and take into account the health and safety issues that may foreseeably arise during any visit.

## **RESPONSIBLE PERSON**

The primary functions of the person are to coordinate and oversee all issues and controls regarding educational visits and to liaise between all appropriate parties during the planning and organisation.

This includes the need to ensure that the requirements of this policy are carried out and that any problems or difficulties in meeting these requirements are reported.

In particular, this person has responsibility for ensuring that any systems and procedures laid down for dealing with educational visits and the selection of suitable persons and organisations involved, follow the principal requirements of this policy and are fully in place prior to the commencement of any educational visit.

In addition, the person is responsible for ensuring that feedback is obtained from all educational visits and utilised, where practicable, to both enhance and improve any future arrangements and selection processes.

The person in charge can delegate specific tasks to other staff members and is responsible for ensuring that such delegation is appropriate and clearly understood.

## **Practicalities**

### **The Policy**

- To ensure that the purpose of any educational visit is clearly understood and is the focal point for any arrangements made.
- To ensure that all visits have prior approval before going ahead.
- To ensure adequate provisions and arrangements have been included for all students with special needs during educational visits.
- To ensure a suitable Trip Leader is appointed for each visit, irrespective of the nature and duration.

- To ensure that any selected Trip Leader has the relevant qualifications (where appropriate), skills, experience and abilities suitable for the responsibilities placed upon them.
- To select only appropriate venues and locations that are well-known and/or have been adequately assessed beforehand.
- To select only competent persons for supervisory roles and to ensure they have been suitably vetted and cleared in line with the school's safeguarding procedures.
- To select only competent and assessed travel and/or tour operators for means of transportation to and from venues and locations.
- To arrange educational visits only where the risks have been assessed and reduced to as low as reasonably practicable beforehand.
- To provide effective levels of supervision at all times appropriate to the numbers and age group(s) of the students.
- To ensure that all parents are fully informed of any plan to organise an educational visit and that formal consent has been obtained beforehand.

## **The Arrangements**

The following arrangements and activities are in place in order to meet the above policy requirements:

- A comprehensive risk assessment system and procedure to identify risks to the health and safety of all those who attend an educational visit and to determine the necessary precautions required to adequately control the risks.
- A set of procedures to be followed in the event of an emergency or any unpredicted event that may threaten the health and safety of anyone during the visit.
- A reporting procedure for any accidents or incidents that may occur on the educational visit and for observed conditions that may lead to such incidents (form in the Appendix of this document).
- Providing feedback on the experiences of all educational visits that enables improvements and enhancements of future visits to be considered.
- First aid provision and trained first aiders appropriate to the assessed needs of any educational visit (all trips must have first aid cover).
- Adequate insurance arrangements appropriate to the nature of the visit covering (where appropriate):
  - Luggage and equipment
  - Accident and medical cover
  - Cancellation
- Checklist systems to ensure the following are accounted for:
  - Names of all students on the visit and accountability during the visit
  - Emergency contact details of parents
  - A list of provisions and equipment required for the visit, including specific medical and first aid provisions
  - Itineraries and schedules for all proposed travel and activities
  - Appropriate and adequate provision of information (Medical, SEND or behavioural) and instructions to all those who require them

- Appropriate mobile communication methods, systems and equipment
- Additional specific requirements based on the nature and location of the visit
- The assessment and provision of a licensed transport provider and adequately maintained transport vehicles wherever and whenever required.
- The assessment of appropriate modes of travel and provisions for alternative arrangements in the event of an emergency

## **Responsibilities**

### **Trip Leader**

1. To plan the proposed visit taking into account the health and safety risks that may arise before, during and after the visit.
2. To appoint any competent deputy or deputies in support of any visit.
3. Ensure relevant information is obtained on any proposed visit, inc. programme, ongoing profile of student needs, and the venue to enable an appropriate risk assessment to be carried out. (Staff cannot be responsible and not liable for a known historical medical condition if information is withheld from the Trip Leader prior to the visit.)
4. To ensure that the needs of all those included on the visit are assessed and provided for.
5. To ensure that the risk assessment(s) also determine the appropriate level of supervision, first aiders and any other specifically trained and/or experienced personnel.
6. Ensuring that all equipment and materials required for the visit are adequate and arrangements are made to store them safely and correctly.
7. To ensure parents are provided with all the necessary information about the educational visit, any equipment etc. they need to provide and the standards of conduct expected of their child(ren).
8. Where appropriate, invite parents/carers to any briefing sessions. This should take account of any difficulties that parents may have if they have disabilities, if English is their second language etc.
9. To brief all group members, including students and parents, on the main elements of the visit, the standards expected and the roles and responsibilities of all prior to commencing the visit.
10. To finalise all details and arrangements with the Principal/Office.
11. To explain the school Code of Conduct and any other relevant rules related to that activity.
12. To ensure that staff have capacity to lead at all times.

### **Teaching staff involved with educational visits**

1. Support the Trip Leader in all requirements and follow instructions.
2. Look out for the health and safety of themselves and those around them and for whom they also have appointed responsibility. Be aware of the risks and controls.
3. Assist in general control and discipline requirements.
4. Inform the Trip Leader of any concerns, observed or otherwise.

### **Parents/Carers**

1. Must provide emergency contact details prior to the educational visit.
2. Sign and return a consent form.
3. Provide any relevant information known to them regarding the (current) health of their child and if necessary, complete an Individual Healthcare Plan (IHP) and/or Administration of Medicine Form. (Staff cannot be responsible for any history that is not disclosed)
4. To disclose any specific details of concerns for their child that may be appropriate to the nature of the visit and any activities planned. Update staff if medical conditions/needs change.
5. Provide the educational trip fee for the given deadline.

## Students

1. Must dress and behave sensibly and strive to meet the expectations placed upon them.
2. Must follow the instructions given to them by any accompanying adults.
3. Must not take any unnecessary risks or place their fellow students at unnecessary risk.
4. Report to any supervising adult any concerns they may have during the visit.

## Training

The following training will be undertaken by the organisation:

- All staff will be made fully aware of this policy and the requirements and arrangements laid down within it.
- All staff will be trained in understanding the health and safety requirements of educational visits, particularly in relation to those identified in the relevant risk assessments.

## SECTION 2 - ACCOUNTABILITY

### Trip and Activity Leaders

Those formally appointing a designated Trip or Activity Leader should take account of the following:

#### Appropriate knowledge and understanding of:

- **Local Authority (LA) guidance reinforced by formal training**
- School procedures reinforced by this Educational Visits Policy document
- The group, the staff, the activity and the venue; recent and relevant experience; in some cases, a formally accredited qualification e.g. first aid training
- A Trip/Activity Leader **must** follow Employer guidance and school policy and procedures
- A Trip/Activity Leader **must** ensure that the activity is properly planned and that the plan includes appropriate risk management procedures based on a risk-benefit analysis
- A Trip/Activity Leader **must** ensure that the roles and responsibilities of other staff and pupils are properly defined and communicated, ensuring effective supervision.

To exercise the Higher Duty of Care, Common Law expectation is that Trip and Activity Leaders ensure that young people are supervised in accordance with the principles of "Effective

Supervision”, requiring them to take account of:

- The nature of the activity (including its duration)
- The location and environment in which the activity is to take place
- The age and gender of the pupils to be supervised
- The ability of the young people (including their behavioural, medical, emotional and educational needs) **NB Staff cannot be responsible for a known historical medical condition if information is withheld from the trip leader prior to the visit.**

### **Staff competence and experience requirements**

This means that every group should be considered in relation to its individual, component parts and effective supervision of any given group has to reflect the group chemistry. It is therefore of critical importance that when planning a repeat or on-going series of activities, the previous plan (no matter how well it worked) is reviewed to ensure it meets current group needs.

### **SECTION 3 – TRIP APPROVAL CRITERIA**

A decision on whether or not a visit may go ahead will be made on the basis of:

- Cost to school and parents – the school reserves the right to cancel visits in the event of inadequate funding being available
- Educational value
- Inclusivity of students
- Timing – avoiding calendar clashes
- Adequate leadership arrangements and suitability of qualifications
- Health and safety considerations as a result of a completed risk assessments
- Whether or not it includes all students (Health and safety relates inclusion)
- Evidence of appropriate planning
- Evidence that minimum disruption to the normal curriculum has been considered

There must be a briefing meeting for parents before **all** residential, overseas visits or visits involving adventure activities.

### ***Procedures***

Before applying for approval for the visit, the following information (where possible) should be sought by the organiser:

- Full cost of the visit, including options where possible, for students and staff e.g. activity/ entrance fees, transport
- An appropriate **Plan** should be submitted with an agreed payment schedule
- Accommodation details where appropriate
- Insurance details where appropriate
- Experience/qualifications of staff/instructors involved
- First Aid provision

### ***Planning a Visit/Trip***

In order to allow for sufficient time for a visit to be organised, the following should be submitted to the leadership of the School at least **3 months in advance** (6 months in the case of residential or overseas visits).

Approval for the visit will be based on the information given and should therefore be as detailed as

possible and include:

1. An Initial Proposal via email
2. Permission/Consent forms
3. Names submitted to the Trip Leader – permission to go, medical information, contact details & payments can all be collected by the Trip Leader or class teacher.

## **Communications**

Information should be given to students/parents only **AFTER** approval has been given. An initial letter to parents should:

- state the aim of the visit
- give times and details of venue and provider e.g. Travel Company
- provide a provisional itinerary, where appropriate
- state student/staff ratio and the attendance of an accompanying staff where appropriate
- give type of accommodation/transport where appropriate
- state types of any special clothing or equipment needed
- contain details of costs and deadlines for returning fees and consent forms

For all visits over 24 hours, parents should be informed that, in instances of severely unacceptable behaviour, that the student concerned may be sent home and that the responsibility for accompaniment and any additional costs lies with the parents/carers.

Future correspondence **must** include:

- a request for parental consent (for **all** off-site activities)
- a request for medical and contact details. (Staff cannot be responsible for a known historical medical condition if information is withheld from the trip leader prior to the visit.)
- details of insurance

For overnight and all visits abroad correspondence must include:

- details of a briefing meeting for parents where the itinerary and standards of behaviour are explained

Before departure, the Office and all supervisors must be provided with all the necessary information about the visit, including emergency contact details for everyone in the group.

## **SECTION 4 – HEALTH AND SAFETY**

At least **one** appropriate accompanying adult must be trained in First Aid and in the treatment of anaphylactic shock if appropriate. ***It is the Trip Leader's responsibility to check that all essential medications have been taken e.g. Epipens, asthma inhalers etc.*** It is the student's responsibility to bring labelled medication and present it to one of the adults supervising the visit e.g. travel sickness medication. If an accompanying adult considers that medical treatment necessary, s/he may contact parents/carers for advice and consent in minor cases. If in doubt the student should be referred to a doctor.

On residential visits, students and staff must be familiar with fire and emergency procedures.

**During a visit the Trip Leader** retains a 'Higher Duty of Care' for the group at all times. In delegating supervisory roles to other adults, it is good practice for the Trip Leader to:

- allocate supervisory responsibility to each adult for named young people

- arrange the party into smaller and more easily managed sub-groups
- ensure that each adult knows which sub group and which young people they are responsible for
- ensure that each young person knows which adult is responsible for them
- ensure that all adults understand that they are responsible to the Trip Leader for the supervision of the young people assigned to them
- ensure that all adults and young people are aware of the expected standards of behaviour
- ensure the visit is as safe as practicable
- curtail the visit **or** stop the activity if the risk to the health and safety of any participant reaches an unacceptable level
- ensure that participants are aware of the need to be involved in the process of ongoing risk assessment, including the reporting of hazards and potential risks

### **It is good practice for each Assistant Leader to:**

- have a reasonable, prior knowledge of the young people, including any special educational needs, medical needs or disabilities
- carry a list/register of all group members
- directly supervise the young people (except during remote supervision). This is particularly important when they are mingling with the public and may not be easily identifiable
- regularly check that the entire group is present
- have a clear idea of the activity to be undertaken, including its aims, objectives and targeted learning outcomes
- have the means to contact the Trip Leader/other adult supervisors if needing help
- have prior knowledge of the venue from the Trip Leader
- recognise unforeseen hazards and respond accordingly
- monitor the activity, including the physical and mental condition and abilities of the group members and the suitability of the prevailing conditions
- be competent in the techniques of group management
- ensure that young people abide by the agreed standards of behaviour clearly understand the emergency procedures and be able to carry them out; know how to access First Aid

### **Each young person should:**

- know who his/her supervisor is at any given time and know how to contact him or her
- make sure that they have understood instructions
- make sure they are not isolated from the group
- know who their fellow sub group members are
- alert the supervisor if someone is missing or in difficulties
- make sure they are aware of any designated meeting place
- make sure they understand the action they should take if they become lost or separated
- make sure they understood the Code of Conduct and how they should behave during an educational trip.

### **During a visit ALL participants will:**

- ensure that they cooperate with the Trip Leader and follow the instructions given to them in order to maintain the lowest acceptable risks to the Health and Safety of all participants
- develop their knowledge and understanding related to responsible participation in risk reduction

### **After the visit the Trip Leader will:**

- ensure that the visit is evaluated where requested
- when necessary, ensure an accident/incident form is completed and sent to the Office (form is in the Appendix of this document)

## ***Supervision***

The following are recommended staff/student ratios for visits:

At least one teacher for every 10 pupils going on the educational trip. (1:10)

Ratios may change according to the proposed activity, nature of group, environment and distance from school during the course of the visit.

Apart from sports fixtures, there must always be a minimum of 2 staff per visit and, where possible, one member of each sex for visits involving boys and girls unless the Office/Principal has agreed to an alternative arrangement.

## **SECTION 5 – EXTRA CURRICULAR CLUBS**

Where extra-curricular activities regularly take place off-site, e.g. sports competitions, the organising staff should obtain from parents of those students likely to be selected for teams:

- Consent to participate
- Appropriate medical information
- Emergency contact details

Details of other students selected during the year may be collected as necessary. Prior to departure for the fixture, the Faculty should ensure the office staff on the relevant site have details of the students involved, in case they need to contact parents.

A single member of staff may supervise a sports team. The Trip Leader for each fixture visit should take:

- a mobile phone
- have access to medical information
- access to emergency contact details for each student
- a First Aid Kit, ensuring that an approved adult is available to administer First Aid

## **SECTION 6 - TRANSPORT, including mini-buses and private cars**

The Trip Leader is responsible for ensuring that transport is hired from a reputable company; that there is adequate supervision; that seat belts are worn and that staff and students are aware of what to do in an emergency, e.g. evacuation routes, assembly points.

All drivers of school mini-buses must have a permit. All persons in the mini-bus must wear a seatbelt. Drivers must check the bus before departure.

Teachers, and others who drive students in their own cars, must have the appropriate licence and insurance cover for carrying students.

## **SECTION 7 – EMERGENCY PROCEDURE PROTOCOLS**

The immediate course of action should be to:

1. assess the situation, establishing the nature and extent of the emergency but ensuring that the Trip Leader does not put his/herself at further risk
2. make sure all other members of the party are:
  - accounted for and safe
  - briefed to ensure that they understand what to do to remain safe
3. follow the emergency procedures appropriate to the activity
4. if there are injuries, take action to establish their extent and administer appropriate First Aid

It is vital to keep an accurate, real-time record of all actions as they occur. Under no circumstances should Trip Leaders make the telephone numbers available to parents. Direct contact with a parent/carer of a group member from the scene of the incident should be avoided. This task should be carried out from the establishment home base by senior staff.

### ***When summoning help:***

1. Contact the appropriate emergency service(s) providing:
  - name of group and Trip Leader
  - location
  - nature of emergency and number of injured persons
  - action so far

Then follow the advice given by the emergency services

2. Contact and advise the establishment Emergency Contact (Principal/Office/Counsellor) of the incident and action taken

3. Contact and advise any local base being used by the group

The Trip Leader at the location of the incident (in conjunction with the local base support) should:

- ensure that an appropriate adult attends the receiving hospital, taking the parental consent forms and appropriate medical information for the injured persons
- ensure that the remainder of the party:
  - are adequately supervised throughout
  - are returned as early as possible to base
  - receive appropriate support and reassurance
- ensure that an adult continues to liaise with the emergency services until the incident is over

### ***Essentials:***

- Monitor – record all events, times and details – establish witness contact details
- Treat for shock – reassure and keep warm
- Remember the rest of the group – safety, comfort, shock
- Avoid splitting the group – unless it is the only way to get help – leave nobody on their own
- Control indiscriminate use of mobile phones/email/Social Networking by the rest of the group
- Ensure that a leader accompanies any casualties to hospital
- Continue to monitor the situation and respond accordingly

### ***Recording an incident:***

Make an accurate record of all details as soon as possible – do not leave this until later when your memory of details may be confused.

#### **Record the following:**

- Time, date and nature of the incident
- Accurate incident location
- Names of casualties
- Details of injuries
- Names of others involved but not injured
- Locations of all involved when moved from the site
- Names and contact details of witnesses
- Action taken
- Action still to be taken
- An agreed plan for further action

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## **INCIDENT REPORT**

**DATE:**

**NAME/S OF CASUALTIES:**

**TIME AND THE PLACE:**

**TEACHER ON DUTY:**

**DESCRIPTION OF THE ACCIDENT:**

**ACTION TAKEN:**

**PERSON REPORTING THE ACCIDENT:**

**SIGNATURE:**

**Agreement 'I have read and understood the Educational Visits Policy and Procedure document'.**

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_