



# **Bishkek International School**

## **Educational Visits Policy**

Reviewed by the Management Board: August 2024  
Previous Review: August 2023

**Approved by the Governing Board: August 2024**

# **Preface**

## **Mission, Policies, Handbooks and Regulations**

The Mission of Bishkek International School is to enable our students to:

- Develop their intellectual curiosity and achieve their academic, sporting and creative potential;
- Be confident in their abilities and respectful of others;
- Learn about local and global issues and prepare to tackle common challenges.

In a school which:

- Delivers and celebrates excellent teaching for internationally accredited education;
- Values and demonstrates diversity and inclusivity;
- Promotes the well-being of the whole school community;
- Contributes positively to the development of the Kyrgyz Republic.

This policy is one of several policies, procedures and related documents that guide operations at Bishkek International School (BIS) and help to facilitate the achievement of our mission. The full list of relevant documents, prepared by the Management Board and approved by the Governing Board, comprises:

Policies:

1. Vision, Mission and Development Policy
2. Admissions Policy
3. Learning Diversity and Inclusion Policy
4. Counseling Policy
5. Language Policy
6. Academic Integrity Policy
7. Assessment Policy
8. Health & Safety Policy
9. Child Protection Policy
10. Educational Visits Policy
11. Ethics Policy
12. Environmental Policy
13. Accounting Policy

Handbooks:

1. Staff Handbook
2. Parents & Guardian Handbook
3. Student Handbook

All Governing Board members and all staff must be aware of each of these documents and their contents. All policy documents and handbooks are available to students and parents/guardians via the BIS website or provided in PDF form to parents/guardians on request. All policy documents and handbooks are reviewed and revised by the Management Board every year for approval by the Governing Board for the following academic year. All students, parents and staff are invited to send comments and suggest any changes to the Management Board at any time before the end of May each year for consideration for policies/handbooks for the next academic year.

Overall Governance of BIS is guided by the legal charter and various internal regulations. These are:

1. Legal Charter of 'Bishkek International School'
2. Regulations of the Governing Board
3. Regulations of the Parents Association
4. Regulations of the Advisory Council

# International Baccalaureate

BIS is an International Baccalaureate (IB) World School, offering the International Baccalaureate Diploma Programme (DP), the Middle Years Programme (MYP), and the Primary Years Programme (PYP). IB World Schools share a common philosophy and commitment to high quality, challenging, international education that BIS believes is important for our students. For more information about IB see [www.ibo.org](http://www.ibo.org)

## International Baccalaureate Mission Statement

*“The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right”*

## International Baccalaureate Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities. As IB learners we strive to be:

1. **Knowledgeable:** *We love learning new things. We explore concepts, ideas, and issues that have local and global significance. In doing so, we acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.*
2. **Thinkers:** *We think about everything and make good decisions. We exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.*
3. **Inquirers:** *We like to find out how things work and why they work this way. We develop our natural curiosity. We acquire the skills necessary to conduct inquiry and research and show independence in learning. We actively enjoy learning and this love of learning will be sustained throughout our lives.*
4. **Caring:** *We care about other people and want to make them feel good. We show empathy, compassion, and respect towards the needs and feelings of others. We have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.*
5. **Principled:** *We are responsible for our own actions. We always try to do what is right. We act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups, and communities. We take responsibility for our own actions and the consequences that accompany them.*
6. **Reflective:** *We think about what we have learnt and what we have done, to be better in future. We give thoughtful consideration to our own learning and experience. We are able to assess and understand our strengths and limitations in order to support our learning and personal development.*
7. **Balanced:** *We have a balanced life with lots of learning, lots of activity, and lots of friends. We understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for ourselves and others.*
8. **Risk-Takers:** *We are not afraid of trying new things, and we are brave. We approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies.*
9. **Open-minded:** *We understand different cultures and different ways of doing things. We understand and appreciate our own cultures and personal history, and we are open to the perspectives, values, and traditions of other individuals and communities. I am accustomed to seeking and evaluating a range of points of view, and am willing to grow from the experience.*
10. **Communicators:** *We can speak in more than one language. We are good at working with others. We understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. We work effectively in collaboration with others.*

In BIS we also have an additional profile, which is essential for wellbeing and success:

11. **Resilient:** *The path may be difficult, but we will succeed. We are resilient and capable of overcoming any challenge that comes our way. We have the inner strength and determination to navigate through difficult times and emerge stronger than before.*

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[A list of Abbreviations and Acronyms used in BIS is linked here](#)

## 1 INTRODUCTION

At BIS we believe that learning outside the classroom is an essential component of our curriculum. Our educational trips have a clear purpose offering our students unique opportunities to develop their resourcefulness and initiative, to extend their learning and to spend time together in an informal environment.

Although each year is different and educational visits do not always happen as planned for various reasons, the outline plan for the academic year is that:

- Preschool and Grade 0-5 students have three educational visits outside school every academic year, which are normally funded by the school, up to a maximum 3,000 Som per student per year. Additional visits may be organised by Homeroom teachers, with the cost covered by parents. Grade 5 may use this funding towards a single overnight trip during the year, instead of 3 day visits, with the balance of the overnight trip cost covered by parents.
- Middle & High school students from Grade 6 to 11 have one Form Class overnight visit outside Bishkek in September for team building and educational purposes, normally led by the Co-Form Teachers. All students are expected to attend this trip. Costs are covered by the school up to a maximum of 6,000 Som per student for the trip with the balance of the overnight trip cost covered by parents.
- Middle & High School students also have individual subject educational visits outside school with at least two visits for each student each year. MYP, IGCSE and DP Coordinators are responsible to ensure that this minimum requirement is met by coordinating with subject teachers. These visits are normally funded by parents.
- All students in High School are given the opportunity for an international educational visit in mid-June each year.. This opportunity may be extended to Middle School students in some years. The cost of this trip is fully funded by parents.
- International visits for sports teams, Model United Nations or subject area visits may be organised by the Athletic Director or subject teachers in Middle/High School. Where these are representative visits (e.g. sports tournaments), the cost charged to students is limited to maximum \$400 and scholarship students may apply for further subsidy at the same level as their scholarship discount on school fees.

It is the school's duty to ensure that all educational visits are safely managed and that the health, safety and welfare of students, staff and volunteers are maintained. This document provides advice and guidance covering essential procedures for trip preparation and supervision and alerts staff to potential dangers, however it is impractical to cover all contexts and eventualities; therefore, staff must also consider the relevant sections of the Health and Safety Policy and assess the specific risks of each visit in order to minimise risk.

Planning, organising and supervising any school trip is challenging and demanding. The assessment of risks involved is essential and a requirement to reduce the risks to students so that they may benefit from the learning experiences presented by a trip. Managing all the members of the group, achieving the objectives of the trip, making sure that everyone takes full part, maintaining discipline and ensuring the safety of all involved is a full time responsibility.

Sound planning and detailed preparation are essential for a successful trip.

## 2 RESPONSIBILITIES

Educational Visits Coordinators (EVCs) are appointed by the Management Board for each section of the school. EVCs normally the Assistant Principals for each section. Other members of staff are possible, as approved by the Management Board, if the member of staff is appropriately experienced and suitably trained to undertake the role.

Educational Visits Coordinators have delegated responsibility to authorise all off-site visits and to ensure that all trips are prepared and conducted in accordance with the required standards. EVCs should keep records of all planned educational visits and inform all relevant staff members of the details of each visit and participants in advance of the visit.

Non-standard off-timetable events that take place at BIS (e.g. Form Class overnight at BIS) are also subject to the same procedures, ie: Risk Assessment, EVC Authorization Form, and the usual supervision ratios and requirements, as off site trips.

Off-site social events are also subject to the same procedures, ie: Risk Assessment, EVC Authorization Form, and the usual supervision ratios and requirements. If this is a student-organised event, the supervising staff members must ensure that these steps are taken in accordance with the policy.

The individual Trip Organiser has overall responsibility for the supervision and conduct of the visit and continues to monitor the arrangements to ensure the ongoing health and safety of the group. The Trip Organiser is responsible for seeking approval and advice from the EVC, assessing the risk levels of the trip and making the necessary safety arrangements, which must all happen in a timely manner

The Trip Organiser will designate one member of staff to be the Group Leader of the trip. This individual should be on call at all times during the specified period and should not drink alcohol or be otherwise unavailable to drive or make important decisions. The Trip Organiser and any Group Leader must read and follow the Guidelines for Group Leaders in Annex 3 of this document.

## 3 TRIP PREPARATION

### 3.1 STAFFING

The School recognizes the key role of accompanying staff in ensuring the highest standards of learning, challenge and safety on a school visit. The selection of staff for educational visits is a key priority in determining the initial approval of any proposed visit. Where it is appropriate the School will ensure that Child Protection training and screening is available for volunteer adults assisting with educational visits e.g. overnight stays. Accompanying staff and adult helpers must have the appropriate skills including appropriate language skills.

### 3.2 SUPERVISION RATIOS

It is important to have a high enough ratio of adult supervisors to students for any visit. Various factors should be taken into consideration such as the age of the group, the nature of the activities, the duration and nature of the journey and the medical needs of any students within the group. Staff must also take behaviour of individuals into consideration. If a student has behavioural needs that require extra support outside of the usual school environment, this must be taken into account. It is safer to take an extra adult in these cases.

A minimum of 2 staff must accompany any group of students, unless agreed otherwise by the EVC. An example of a trip where 2 staff might not be required would be a public trolleybus ride into Bishkek with a small group of senior students.

**For day trips**, a ratio of 1 member of staff per 15 students must not be exceeded, with a minimum of 2 staff for every trip. For Grade 0 to 3, a minimum ratio of 1 member of staff for 10 students, with a minimum of 2 staff for every trip. For Preschool, a minimum ratio of 1 member of staff for 8 students, with a minimum of 2 staff for every trip.

**For residential trips**, a ratio of 1 member of staff per 10 students must not be exceeded, with a minimum of 2 staff for every trip, and both male and female staff members if the student group is mixed gender.

### **3.3 APPROVAL PROCEDURE AND CONSENT**

For any visit, a preliminary discussion must be held with the EVC and subject to satisfactory submission of a draft outline for the educational visit, preliminary approval will be given to continue. Outings should be planned as far in advance as possible, in order to facilitate associated arrangements and to ensure availability of staff, transport and to avoid clashes.

#### **Budget and Visit Approval**

Any off-site trip must be approved by the EVC at the planning stage. Approval will cover: objectives; responsibility; location; timing; participants; and cost. The standard Trip Authorization Form can be found at this link: [EV Approval Form](#). The budget cost for a trip must include cost for any member of staff attending the trip. This form must be given to the Educational Visits Coordinator as far in advance as possible. Any request submitted less than 5 working days in advance will be rejected. A Risk Assessment must be submitted with the Approval Form.

#### **Parent/Guardian consent**

Written parental consent must be sought by the Trip Organiser confirming that they have understood the purpose, estimated cost and arrangements for the visit and give permission for their child to go on the visit. The parent consent form is generated by the Educational Visits Coordinator after submission of the EV approval form, including the information and agreements as presented in Annex 2. Parents are also requested to provide up to date emergency contact and medical information so that the appropriate first aid arrangements can be put in place. Any letters sent to parents should be approved by the EVC before sending to parents. Copies of all correspondence should be handed to the EVC and also retained by the Trip Organiser.

Parents/guardians must be notified at least 5 school days in advance of any off-site trip and consent forms must be returned no later than the day before the trip. Students for whom no written consent has been received cannot be taken on the trip. These are minimum times. Notification and consent should normally be done before these deadlines. For example, overnight trips may require notification weeks or months in advance.

Students may not go on a visit if the signed consent form (or equivalent written confirmation) has not been received. Verbal consent is not sufficient.

### **3.4 RISK ASSESSMENT**

The Trip Organiser must carry out a risk assessment covering all aspects of the proposed trip which must be approved by the EVC. For all routine trips, completion of the standard Risk Assessment Form on [StaffBIS.com](#) is required. More hazardous and/or overnight trips require a more detailed Risk Assessment.

#### **Risk Assessment involves:**

- Identifying all possible natural and epidemiological hazards at all stages of the trip. These will variously encompass issues of supervision, transport, accommodation, security, hazardous and other pursuits, first aid and medical factors and contingency plans in the event of, say, losing contact with a student.
- For each identifiable area, staff should calculate the risk level and then introduce or be mindful of control and/or contingency measures. In the event of an incident, staff will be expected to demonstrate that they acted in accordance with procedures considered in advance as part of the Risk Assessment process.
- Considering the special risks for any member of the group who has a disability, medical condition or specific educational need. Needs should be known from parental consent forms and/or from

the school doctor/nurse.

- Assessing travel requirements taking into account all the relevant factors such as distances to be travelled and likely weather conditions and appropriate arrangements are made to ensure optimal safety conditions for travel.
- Risk assessments should take into account any radiators or heating devices which may not be adequately protected from being touched by students, especially in cold weather. Please look out for such hazards when you visit the site before the visit.

The Risk Assessment process must be seen as 'ongoing' and 'dynamic'. Professional judgements and decisions regarding safety will need to be made regularly during the trip to ensure that hazards are monitored and appropriate safety measures are put in place. If the control measures are not sufficient, the activity must not proceed. It is the responsibility of the Group Leader to ensure that all accompanying staff are familiarised with the risk assessment and to continue to brief staff throughout the trip.

### **3.5 FIRST AID**

First aid requirements form part of the risk assessment carried out by the Trip Organiser. As a minimum, a suitably stocked first-aid box and a person appointed to be in charge of first aid arrangements will be in place for every trip. Increased levels of first aid cover will be dependent upon the nature of the trip and the students taking part. A visit rated as overall low risk will only require one first aid trained staff member.

Students with serious medical conditions such as anaphylaxis, or insulin dependent diabetes will require a higher level of first aid competence during the trip.

Activities which are potentially hazardous or remote from medical assistance will also require a higher level of first aid competence namely a First Aid certified staff member or the school doctor/nurse.

### **3.6 OTHER PREPARATION**

#### **School Kitchen Notification**

If the visit involves a change to meal arrangements, kitchen staff must be notified at least 2 days before the trip if students will be late for their meal. If meals will be cancelled or picnic lunches are required, the kitchen must be notified at least one week in advance. All notifications must be done by the trip organizer.

#### **Administration Notification**

A list of students actually on the trip and the trip itinerary must be given to the BIS Reception and to the EVC on the day of the visit. The student list must be a detailed list of those actually on the trip, taking account of absences on the day in case of emergencies such as fire or sudden illness.

A list of students who will be absent from school should also be sent to relevant staff members through email a minimum of 1 day before the trip.

#### **Communication**

The Group Leader must carry with them at all times:

- Telephone numbers (both in and out of hours) of two designated senior members of staff (usually the Educational Visits Coordinator and Head of Administration)
- Mobile numbers of all accompanying adults on the visit
- Copies of the medical information for every child/young person taking part in the visit
- Telephone numbers of all the parents/guardians of all the students taking part in the trip
- Contact details for the visit venue
- A copy of the Risk Assessment form



- Appropriate vehicle registration numbers and passenger lists for each vehicle

### **Other Advance Arrangements**

- If students are due back from visits after 16.30, adequate provision must be made in advance for their journey home. A student's mode of transport home should be clarified in advance on the permission slip, so that school knows if they have permission to leave in a taxi or another driver, for example.
- Teachers who will be absent on the visit must leave work for classes or students left behind, and exchange any duties if necessary.
- Any staff participating on a trip must accompany the group on the transport provided.
- Staff taking students off site must be in possession of a functioning mobile telephone.
- It should be made clear to students involved in a visit that they have the responsibility to make up any work they have missed as a result of their absence from normal lessons.
- Students may be withdrawn from the visit if their behaviour in advance of the visit is unacceptable. If behaviour on a trip deteriorates, then parents may be asked to come and collect the child and take them home.

### **3.7 EXTENDED TRIPS - ADDITIONAL PREPARATION**

Extended trips require careful and detailed planning. Key areas for attention are:

#### **Money**

Dealing with money can be one of the most difficult tasks. It will be necessary at the outset to make an estimate of the total cost and a date by which different payments should be made

A detailed trip budget should be reviewed before approval by the EVC. Budgets must include contingency funds for unexpected events.

Any payments or payment commitments that are non-refundable (e.g.: airline tickets, visa fees) must be clearly identified in communications with parents. Parents must sign to acknowledge that payment is non-refundable before BIS makes any payment on their behalf.

All cash must be collected and controlled by the Accounts Department, not the staff member organising the visit. All movement of cash must be registered and controlled.

During the visit, the Group leader should update the budget every day to show expenditure and track against plans to facilitate decision making. Always make sure that you have access to emergency funds for your travel.

Decide how the participants are going to deal with their own spending money. Are you going to act as a banker, or are they going to take responsibility for it themselves?

#### **Documentation**

On arrival, check all official documentation carefully, not just tickets but insurance cover documents, itineraries and receipts. When travelling abroad, passports, and possibly visas, will be necessary. It is the parent's responsibility to check that these are correct and current, but they need to be checked nonetheless.

Group leaders should have the following documents in their personal possession, readily accessible, on the outward journey.

- Tickets for the outward and return journey.
- Passports & Visas.
- Medical certificates and doctor's letters where appropriate.

- Insurance Policy, plus name, telephone/telex/fax number of issuing agent
- Personal driving licence (international if necessary).
- Nominal roll of the group, including home contact telephone numbers of parents/guardians.
- Personal credit cards for use in an emergency.
- Cash, including small change in the currency of your destination.
- Copies of the itinerary.
- Precise name, address and contact numbers of the destination and all the carriers. (Obtain the 24-hour emergency numbers).
- Baggage receipts from your carrier.
- Sufficient baggage labels for your return.
- Copies of parental consent forms.
- A copy of this policy guidance if required.

On arrival at your destination the documents should be lodged safely, preferably in the safe deposit facility at the hotel:

### **Medical treatment**

Group Leaders may be approached for medical advice and aid. There are strict rules about what can be administered and by whom:

- Check parental consent form (allergies and relevant medical history) and keep detailed notes of the treatment given: medicine, dosage, date, reasons and effect on the patient.
- Make sure that whoever administers treatment knows what they are doing.

### **First Aid Pack**

A first aid pack is essential and should be part of the leader's hand luggage at all times. The pack may contain:

- Plasters.
- Crepe bandage.
- Antiseptic cream and liquid.
- Burn cream (also suitable for blisters).
- Insect repellent and sting soothe.
- Scissors.
- Tweezers.
- Travel sickness bags (Freezer bags with ties are ideal).
- Antiseptic wipes.

### **Prescribed Medicines**

Leaders may be required to take charge of prescribed medicine for a group member. Leaders must ensure they are fully briefed on the medical condition, the symptoms, dosage times, reason for prescription and care of the medicine (does it need refrigeration as is the case for Insulin). The medicine should always be in the correct bottle and that it is clearly labelled. Never carry medicines in main luggage as this will delay access to them or, at worst; the luggage is mislaid along with the medicines. Note that when travelling through customs prescribed medicines will be of interest to customs officials. A note from the patient's doctor explaining what the medicines are and when they are needed may prevent difficulties.

### **Medical Insurance and Pre-Existing Medical Conditions**

Either as a group or individually, each member, including supervisors, must have adequate medical insurance cover. Some insurance policies exclude provision of cover for a medical condition which was known to exist when the insurance was affected.

All international trips must include medical insurance for any students and organisers on the visit and the cost of this insurance included in the overall trip costs. Other insurance aspects (cancellation etc.) can be decided on a case-by-case basis.

## **Insurance Essentials**

Before departure the whole group must be properly insured. There are some important aspects to ensure are included:

- Cancellation of the trip due to illness or death.
- Curtailment of the trip for one or more participants due to illness of themselves or a relative at home.
- Delays to journeys, especially for reasons of adverse weather or industrial action. It may be necessary to feed and accommodate the whole group at short notice.
- Failing to meet outward transport. Adverse weather, traffic jams or mechanical breakdown can lead to missed connections. Check that cover extends to both private transport and private coach hire.
- Adequate baggage cover for each traveller.
- Personal Items: Some items may need to be separately insured.

The small print on the policy must be read with care as there are a number of exclusions.

## **Communications**

The Group Leader is responsible for sending an email or SMS or WhatsApp communication at least once a day to all parents/guardians of students on an extended visit with a copy to the Educational Visits Coordinator and Management Board. The communication route may be via another staff member designated by the Head of School to be responsible for dissemination to all parents/guardians. Whatever communication arrangements are made, they must be failsafe to avoid unnecessary concerns by parents/guardians.

### **3.8 VISIT ORGANISATION**

The purpose of the trip should be made clear to all concerned. It will be necessary to ensure that the destination is suitable. For new or relatively unknown locations, it is compulsory to visit the proposed site in advance of the visit to review the safety concerns and communicate with staff on the site with regards to the management of BIS students during the trip.

A repeat visit to the same destination with different groups makes organization easier. Involving students in trip preparation helps to reinforce a disciplined approach. A balanced itinerary which pleases all those involved requires good communication and negotiation skills and practical confirmed arrangements.

The organizer must be aware of, and operate within, the law. On international trips there will be at least two different legal systems to consider. For example, permitted or required contents of a First Aid pack may differ from country to country.

#### **Selecting the Destination**

The popularity and likely numbers of other visitors at your chosen destination may affect the planned learning experience and this factor needs to be considered.

#### **Travel Plans**

Only reputable companies should be used for transport. Be aware of travelling time and take into account the need for breaks in the journey. Allow more time than will actually be needed, particularly if someone else is responsible for transport. For international travel be aware of time differences which may affect the amount of time available at the end of the journey. There may be a choice between public and private transport. At no time should BIS students be allowed on public or private transportation without supervision from BIS staff.

## Choice and Use of Transport

Option	Considerations
Parents' Cars	Staff must check the authorization slips in the office before allowing any child to travel in another parent's car. Check that students are wearing seat belts and are not put in the care of a driver known to be irresponsible or put in an unsuitable or un-roadworthy vehicle.  Travel outside the city at night-time is not approved except for exceptional situations which are specifically cleared by the Management Board.
Hired Coach/Bus	At the time of booking state, the size of the coach you require and any extra facilities you require: microphone, toilet, video etc. Check that the contract specifies vehicle requirements and company liability.  Travel outside the city at night-time is not approved except for exceptional situations which are specifically cleared by the Management Board.  A checklist on use of buses/coaches is given in the Health and Safety Policy
Boat/Ship	Ensure you leave enough time to arrive at the port at the stated time. Always agree a rendezvous point with the students and make sure it is <i>manned</i> for the duration of the crossing by one of the supervisors. Make sure all participants are aware of the ship's emergency procedures. You may want to agree a procedure of your own for the group but this must not conflict with that laid down by the carrier.
Airline Flight	Check if any of the participants have problems with flying and determine the legitimacy of their claim. Check if anyone has a medical condition that maybe exacerbated by flying and that they have their required remedies to hand during the flight. Notify the airline if you are carrying any medication that may need refrigeration.
Train	Make sure you know about connections or train changes that have to be made and allow plenty of time. A large school group can be intrusive to other passengers, so good discipline is essential. One responsible adult should be in each compartment occupied by members of your group.

## 4 PREPARING THE PARTICIPANTS

### 4.1 TRIP ITINERARY

For overnight trips, it is important to brief the students and parents well in advance and to explain fully the reasons for the visit and the proposed itinerary once initial approval has been granted. The itinerary must state that it is subject to change if circumstances dictate and that a risk assessment has been carried out and appropriate control measures introduced.

Full written copies of the itinerary must be available for all concerned: students, parents (in some cases 2 sets), host organisations, colleagues, Educational Visits Coordinator and Head of School. Take spare copies with you on the trip.

The itinerary document should include:

- Who is taking part
- Activities taking place
- All relevant dates
- All key timings
- Exact locations (hotel details should include full addresses, telephone, telex and fax with international dialling codes where appropriate.)
- Clothing and equipment list

- Number and names of all supervisors and hosts

## **4.2 STUDENT BEHAVIOUR**

For all visits, the students should be adequately briefed about the aims, expectations and codes of conduct for the visit. Students should be engaged in evaluating the risks of the tasks they are about to undertake. In all cases parents and students should be made aware of the standards of behaviour expected and the sanctions which may be used in cases where the standards are breached. In all cases the parent consent form requires that parents agree that the School reserves the right to send their child home at the parents' expense if they jeopardise their own safety, the safety of others or the good name of the School. Parents may also be asked to come and collect their children. For residential visits it may be appropriate to require parents and students to sign a Code of Conduct Agreement.

Trip Organisers have a right to refuse to take a child who constitutes a risk to the safety of others. However, it is expected that such decisions would be taken in consultation with the EVC.

## **4.3 BRIEFING STAFF**

You may be held responsible for an accident which occurs even when the students are under the supervision of a volunteer helper. Brief all such helpers and escorts in writing before accepting them on the trip. Ideally, they should be present at the student briefing before departure.

All supervisors must be aware of their function as role models. Their behaviour must be beyond reproach at all times and must be seen to be so by the students. Group members should know at all times where they can locate a responsible supervisor. For instance, if a group is shopping a place must be agreed where one of the supervisors can be found.

## **4.4 STAFF AND STUDENT RESPONSIBILITY**

### **Allocating Staff Responsibility**

The Group leader is responsible overall for the group at all times. In delegating supervisory roles to other adults in the group, it is good practice for the group leader to:

- allocate supervisory responsibility to each adult for named students;
- ensure that each adult knows which students they are responsible for;
- ensure that each student knows which adult is responsible for them;
- ensure that all adults understand that they are responsible to the group leader for the supervision of the students assigned to them;
- ensure that all adults and students are aware of the expected standards of behaviour.

### **Supervisor Responsibility**

Each supervisor must:

1. have a reasonable prior knowledge of the students including any special educational needs, medical needs or disabilities;
2. carry a list/register of all group members;
3. directly supervise the students (except during remote supervision) – particularly important when they are mingling with the public and may not be easily identified;
4. regularly check that the entire group is present;
5. have a clear plan of the activity to be undertaken and its educational objectives;
6. have the means to contact the group leader/other supervisors if needing help;
7. have prior knowledge of the venue – the group leader should have made an exploratory visit.
8. anticipate a potential risk by recognising a hazard, by arriving, where necessary, at the point of hazard before the students do, and acting promptly where necessary;
9. continuously monitor the appropriateness of the activity, the physical and mental condition and

- abilities of the group members and the suitability of the prevailing conditions;
10. be competent to exercise appropriate control of the group, and to ensure that students abide by the agreed standards of behaviour;
  11. clearly understand the emergency procedures and be able to carry them out;
  12. have appropriate access to First Aid;

### **Student Responsibility**

Each student should:

1. know who their supervisor is at any given time and how to contact him or her;
2. have been given clear, understandable and appropriate instructions;
3. rarely if ever be on their own, and never on their own for anyone in Year 6 and below;
4. alert the supervisor if someone is missing or in difficulties;
5. have a meeting place to return to, or an instruction to remain where they are, if separated;
6. understand and accept the expected standards of behaviour.

### **Courtesy to Others**

Anyone who comes into contact with the group is to be shown the utmost courtesy. Couriers, guides and any others who have given up their time for the school deserve the group's full attention. Hosts merit recognition and thanks for their help and co-operation and are usually very appreciative of an on-the-spot thank you in front of the group. Where appropriate, a letter of thanks from BIS should be sent upon completion of the visit.

## **5 EMERGENCY PROCEDURES**

The Trip Organiser must ensure that full details of the visit are retained at school by key personnel who can be contacted if there are changes of plan or if there is an emergency.

The Trip Organiser and staff must be familiar with and act in accordance with the 'Emergency Procedures for Group Leaders' in Annex 3 to this document. Staff must ensure that they keep emergency contact details for students and staff with them at all times, and that they have the correct insurance information readily available.

In the event of emergency School staff will:

- ensure that the group are all present and accounted for
- seek immediate medical attention for any casualties
- ensure that any casualty going to hospital is accompanied by an appropriate member of staff
- maintain adequate supervision for the remaining group members
- notify the police and or the relevant Embassy as appropriate
- keep the emergency school contact informed of the nature, date and time of the incident, location, names of casualties and details of their injuries, names of others involved so that parents can be reassured

And in accordance with Emergency Procedures for Group Leaders the School staff will:

- know that no-one in the group should speak to the media. All media enquiries should be handled by the designated BIS media spokesperson.
- names of those involved in the incident should not be given to the media as this could cause distress to their families.
- record accurately as soon as possible all relevant facts and witness details and preserve any vital evidence.

Parents are to be provided with the contact details of the Trip Organiser and for residential trips, the contact details of members of the BIS Management Board.

## **6 EDUCATIONAL VISIT EVALUATION**

The school recognizes that every educational trip requires considerable time and effort to organise, and there are associated costs such as lessons missed and staff cover required. For this reason, the Trip Organiser is required to state the purpose of the visit at the outset when seeking initial approval. The Organiser is also required to evaluate the trip on return and submit the evaluation to the EVC. A termly summary of off-site visits that have taken place is provided by the EVC to the Health & Safety Committee and the Management Board will provide the Governing Board with an overview of school visits that have taken place.

## ANNEX 1: STANDARD RISK ASSESSMENT FORM

Key areas to consider	Known Hazard For	Who is at risk	Precautions in place	Further actions needed
<b>This Group:</b> (e.g. child with epilepsy)				
<ul style="list-style-type: none"> <li>● SEN/Medical considerations (students and staff)</li> <li>● Behaviour</li> <li>● Smoking</li> <li>● Alcohol</li> <li>● Mobile phones</li> <li>● Staff/student ratio</li> <li>● Medical experience of participating staff</li> <li>● Confidence and expertise of participating staff</li> <li>● Age and experience of participants</li> <li>● Procedures in case of injury</li> </ul>				
<b>This Activity Location:</b>				
<ul style="list-style-type: none"> <li>● Student tasks to be undertaken</li> <li>● Supervision of tasks</li> <li>● Safety management</li> <li>● Procedures for using equipment</li> <li>● Security</li> <li>● Accompanying staff responsibilities</li> <li>● Fire procedures</li> <li>● Seasonal considerations</li> <li>● Weather conditions</li> <li>● Accommodation (patrolling, staff accommodation, security arrangements, evacuation procedures)</li> <li>● Staff familiarity with location</li> </ul>				
<b>This Travel Plan:</b> (e.g. bus, train):				



Key areas to consider	Known Hazard For	Who is at risk	Precautions in place	Further actions needed
<ul style="list-style-type: none"> <li>● Modes of transport</li> <li>● En-route stops</li> <li>● Parking arrangements</li> <li>● Embarking/disembarking</li> <li>● Organisation procedures</li> <li>● Base contact arrangements</li> </ul>				

**PREPARED BY:**

**DATE:**

**APPROVED BY EVC:**

**DATE:**

## ANNEX 2: STANDARD PARENT/GUARDIAN CONSENT FORM

*\*Only for reference. Permission forms are generated by the EVC*

Dear Parents,

I am writing to inform you that **xxxxxYearGroup** will be undertaking an Educational Visit to **xxxlocation**

The purpose of this visit is to **xxxxx**

**Date of Excursion:** **xxdate**

**Destination:** **xxdestination**

**Departure time from BIS:** **xxtime**

**Time of Return to BIS:** **xxtime**

**Transport:** **xxtransport**

**Staff in charge of supervision and learning:** **xxnames**

**For this visit, please make sure that your child has**

● **xx**

● **xx**

● **xx**

Please complete the permission slip below and return it to **xxperson** by **xxdate**

### Signed Consent

**Child(ren) Name(s)** \_\_\_\_\_

**Parent Name** \_\_\_\_\_

- I have read the information provided and give permission for my children to go on the Educational Visit with BIS to **xxlocation**
- **I agree to pay the cost of this visit of xxSom**
- I confirm that my child does not have any special medical or dietary needs that have not been notified to BIS previously.
- I have noted when and where the children are to be returned and I understand that I am responsible for my child getting home safely from that place.
- In the event of a medical emergency, I give permission for my child(ren) to receive medical treatment as is deemed necessary by the medical authorities present.
- I will ensure that any change in the circumstances (e.g. recent illness, medication or injury) which will affect my child's participation in the visit will be notified to the School prior to the visit.
- I accept that BIS is not liable for any accident or incident that might occur during the Educational Visit that is not directly attributable to the action (or lack of action) of BIS staff.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_

## **ANNEX 3: GUIDELINES FOR GROUP LEADERS**

These Guidelines are adapted from a section of the UK Government *Good Practice Guide on "Health & Safety of Pupils on Educational Visits"*

### **SUPERVISION**

#### **Responsibilities**

The Group leader is responsible overall for the group at all times. In delegating supervisory roles to other adults in the group, it is good practice for the group leader to:

- allocate supervisory responsibility to each adult for named students;
- ensure that each adult knows which students they are responsible for;
- ensure that each student knows which adult is responsible for them;
- ensure that all adults understand that they are responsible to the group leader for the supervision of the students assigned to them;
- ensure that all adults and students are aware of the expected standards of behaviour.

It is good practice for each supervisor to:

- have a reasonable prior knowledge of the students including any special educational needs, medical needs or disabilities;
- carry a list/register of all group members;
- directly supervise the students (except during remote supervision) - particularly important when they are mingling with the public and may not be easily identified;
- regularly check that the entire group is present;
- have a clear plan of the activity to be undertaken and its educational objectives;
- have the means to contact the group leader/other supervisors if needing help;
- have prior knowledge of the venue – the group leader will normally make an exploratory visit;
- anticipate a potential risk by recognising a hazard, by arriving, where necessary, at the point of hazard before the students do, and acting promptly where necessary;
- continuously monitor the appropriateness of the activity, the physical and mental condition and abilities of the group members and the suitability of the prevailing conditions;
- be competent to exercise appropriate control of the group, and to ensure that students abide by the agreed standards of behaviour;
- clearly understand the emergency procedures and be able to carry them out;
- have appropriate access to First Aid;

Each student should:

- know who their supervisor is at any given time and how to contact him or her;
- have been given clear, understandable and appropriate instructions;
- rarely if ever be on their own;
- alert the supervisor if someone is missing or in difficulties;
- have a meeting place to return to, or an instruction to remain where they are, if separated;
- understand and accept the expected standards of behaviour.

#### **Head counts etc.**

Whatever the length and nature of the visit, regular head counting of students should take place, particularly before leaving any venue. It is good practice for all supervisors to:

- carry a list/register of all students and adults involved in the visit at all times;
- ensure that students are readily identifiable, especially if the visit is to a densely populated area. Brightly coloured caps, T-shirts or a school uniform can help identify group members more easily;
- avoid identification that could put students at risk e.g., name badges (though it may be useful to provide students with badges displaying the name of the school or hotel and an emergency contact number, or a note in the language of the country being visited);

- ensure that all students are aware of rendezvous points;
- ensure that all students know what to do if they become separated from the group.

### **'Buddy' system**

Each child is paired with a buddy. Each regularly checks that the other is present and is OK. A variant of this is the 'circle buddy' system – the students form a circle at the start of the visit so that each student has a left side buddy and a right-side buddy. He or she will check on these when asked. Thus, two students cannot vanish together and not be missed (as might happen with paired buddies).

### **Remote Supervision**

Supervision can be close or remote but is always 24 hours:

- close supervision occurs when the group remain within sight and contact of the supervisor;
- remote supervision occurs when, as part of planned activities, a group works away from the supervisor but is subject to stated controls (e.g., during certain expeditions). The supervisor is present though not necessarily near or in sight, but his or her whereabouts are known;
- down time (or recreational time) – for example during the evenings – may involve close or remote supervision, but should not be unsupervised - the supervisors continue to be in charge;
- it is essential that everyone involved in the visit understands the supervision arrangements and expectations.

When supervision is remote:

- groups should be sufficiently trained and assessed as competent for the level of activity to be undertaken, including first aid and emergency procedures. Remote supervision will normally be the final stage of a phased development programme;
- students will be familiar with the environment or similar environments and have details of the rendezvous points and the times of rendezvous;
- clear and understandable boundaries will be set for the group;
- there must be clear lines of communication between the group, the supervisor and the school. Do not rely exclusively on mobile phones;
- the supervisor should monitor the group's progress at appropriate intervals;
- the supervisor will be in the expedition or activity area and able to reach the group reasonably promptly should the group need support in an emergency;
- there should be a recognisable point at which the activity is completed;
- there should be clear arrangements for the abandonment of the activity where it cannot be safely completed.

### **Rearranging Groups**

Potential danger points can occur when rearranging groups. In particular:

- when a large group is split into smaller groups for specific activities;
- when groups transfer from one activity to another and change supervisor;
- during periods between activities;
- when small groups re-form into a large group. It is therefore important that the supervisor:
  - clearly takes responsibility for the group when their part of the programme begins, particularly making certain that all group members are aware of the changeover;
  - clearly passes on responsibility for the group when their part of the programme is concluded, together with any relevant information ensuring that the group members know who their next leader is.

## Preparing the Visit Report

The Group Leader should note down the lessons learned every day (good points and improvement points), to reduce the likelihood of lessons being forgotten and make the final evaluation report easier to write.

## Down Time

Group leaders should ensure that students continue to be properly supervised during downtime before, between and after activities, including the evenings on residential visits. A group occupied in study or activity is far safer than a group left to its own devices in an unfamiliar environment. Too much unstructured free time in a residential programme can allow time for mischief, bullying, homesickness and wandering off from the body of the group.

It is good practice to:

- ensure that all staff and students understand the standards of behaviour that apply at all times, not just during activities;
- ensure that handover between activities is properly supervised, with a named supervisor responsible for the group if there is down-time between activities;
- ensure that all supervisors understand that their supervisory role continues in the evening – however hard a day it has been, that it is not a time to relax in the bar or in front of the TV;
- use down-time in the evening or at the beginning of the day to brief the group on the planned activities for the day to come, e.g., the planned learning outcomes, specific health and safety issues, meal and break times etc.;
- use down time after activities for individual reflection on personal learning outcomes, and group discussion about the highs and lows of the day;
- apply the advice contained in “Remote Supervision” above, adapted as necessary, if it is felt reasonable to allow students some time without close supervision;
- occupy the group with mildly active, non-academic activities in the evening, e.g. craft activities, environmental activities, quizzes, team challenges, led-walks.

## Night Time

Group leaders should ensure that:

- the group’s immediate accommodation is exclusively for the group’s use;
- teachers (of both genders where appropriate) have sleeping accommodation on the same floor immediately adjacent to the students’ accommodation;
- there is a teacher present on that floor whenever the students are there;
- child protection arrangements are in place to protect both students and staff;
- where hotel/hostel reception is not staffed 24 hours a day, security arrangements should be in force to stop unauthorised visits;
- in the absence of 24-hour staffing of reception, external doors must be made secure against intrusion and windows closed as necessary to prevent intrusion;
- where possible, internal doors are lockable but staff must have reasonable access to the student accommodation at all times;
- where students’ doors are locked, teachers have immediate access, as necessary, to a master key;
- all staff and students know the emergency procedures/BISpe 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.

Don’t be lulled into a sense of false security by local assurances, such as “no need to lock doors in this part of the country”. The presence of the group may attract unwelcome attention that is unusual in the locality.

## Travel

A driver cannot safely drive and supervise children at the same time. Group leaders should ensure that:

- transport by road has seat belts and that the students wear them;
- there is adequate supervision at all times when travelling;
- supervisors are reserved seats that allow them to supervise properly
- students are supervised when boarding and leaving;
- extra care is taken when leaving a vehicle in a country that drives on the right as some doors may open onto the road side;
- standards of behaviour are met, and in particular that drivers are not distracted
- smoking/alcohol etc. bans are observed;
- students are occupied on long journeys – this will help the journey pass quickly;
- evacuation procedures are clearly understood by everyone, luggage is securely stored and emergency exits are kept clear;
- there are adequate rest stops for drivers;
- head counts are carried out when the group is getting off or onto transport.

## ONGOING RISK ASSESSMENT

Risk assessment does not end when the visit begins. Changes to the itinerary, changes to the weather, incidents (whether minor or major), staff illness – all or any of these may bring students face to face with unexpected hazards or difficulties and give rise to the need to re-assess risk.

The group leader (and other adults with responsibility) prepares ongoing risk assessments while the visit is taking place. These normally consist of judgements and decisions made as the need arises. They are not usually recorded until after the visit. They should be informed by the generic and visit or site-specific risk assessments

It is good practice to have briefings each night to take stock and assess the circumstances for the next day, and to spend time early the next morning explaining arrangements to the students.

### Check the local weather forecast

- to inform decisions on appropriate clothing;
- to be aware of whether water activities might be in areas prone to flash floods, high winds etc.;
- to be aware of whether trekking or climbing at altitude might be subject to dramatic changes of weather; potential for fallen trees, avalanches etc.

### Seek local knowledge of potential hazards, e.g.

- tides;
- rivers/streams prone to sudden increases in flow;
- difficult terrain;
- crossing points for road, rail or water;
- unstable cliffs.

### Plan B

- good forward planning will always include alternative plans in case the itinerary needs to be changed;
- a flexible itinerary can allow activities from later in the visit to be substituted for earlier activities if those are prevented by unexpected circumstances;
- group leaders faced with potential difficulties will feel more confident to change the itinerary if a pre-assessed alternative is available;
- regardless of whether alternatives have been pre-assessed, always take time to reassess risks if the itinerary changes;
- on arrival at an alternative site or activity that has not previously been risk assessed, we recommend that the group leader should risk assess the situation before allowing the students to disembark from

the transport;

- an unknown location might involve hazards not covered in the original risk assessment, for example if the original intention to visit a land-only site has to be changed at short notice to a lake or seaside location.

### **Behaviour problems, illness or injury**

- poor behaviour may be reduced by ensuring that all students are signed up to agreed standards of behaviour before (or at least at the beginning of) the visit;
- educational visits can be a good opportunity for school staff to get to know students away from the confines of the school. But the group leader should resist any temptation to accept lower standards of behaviour. The different hazards that students may be exposed to away from the school will require them to observe standards of behaviour that are at least as high as, or higher than, in the classroom;
- if one adult has to give prolonged attention to one group member, the group leader should reassess the supervisory roles of the other adults to ensure that all members of the group know who is responsible for them. Activities may need to be amended until the other adult returns all of his or her attention to the group;
- group leaders should trust their own knowledge of the young people and use their own professional judgement;
- this may include challenging an activity leader where the group leader's knowledge of the group is superior, or intervening to prompt a change of plan.

## **EMERGENCY PROCEDURES**

### **Preparation**

By their nature, emergencies are usually unexpected. But careful emergency planning can mitigate the trauma of being caught up in an emergency. It is good practice for the group leader to:

- agree an emergency action plan, which includes 24-hour (i.e. constant cover) contact points at the school and clear roles for the group leader, school contact, Educational Visits Coordinator and Head of School e.g. managing media interest, supporting parents of an injured student, transport arrangements etc.;
- ensure that all members of the group know what action to take if there is a problem;
- hold evening briefings with supervisors to discuss issues for the next day;
- spend time early the next morning explaining arrangements to the students;
- hold, or ensure that other adults in the group hold, up-to date competence in first aid and other lifesaving competence as necessary for the activities;
- ensure that the first aid kit is properly stocked and accessible;
- ensure that all students' medical needs (e.g. asthma, diabetes, anaphylaxis) are known and that staff are competent to handle them;
- be aware that some diseases are more common in some countries and know what preventative action to take and what to do if a group member becomes infected;
- recognise that many of the health problems of students on longer visits are caused by lack of food, of liquid or of sleep;
- if appropriate, advise group members about the dangers of over-exertion in the heat and of dehydration, which can cause headache, dizziness and nausea;
- in warm climates, keep fluid levels high, take extra salt and wear loose, lightweight clothing – preferably made of cotton or other natural fibres – and use suitably factored sun protection creams and sun hats/glasses;
- ensure that drivers take adequate rest breaks on long journeys;
- ensure that all students understand and follow the code of conduct;



- practice emergency drills e.g., evacuation of mini-bus;
- know the contact numbers of relevant Embassies or Consulate;

## **Emergency procedures framework during the visit**

If an emergency occurs on a school visit the group leader should maintain or resume control of the group overall. The main factors to consider include:

- establish the nature and extent of the emergency as quickly as possible;
- ensure that all the group are safe and looked after;
- establish the names of any casualties and get immediate medical attention;
- ensure that a teacher accompanies casualties to hospital with any relevant medical information, and that the rest of the group are adequately supervised at all times and kept together;
- notify the police if necessary;
- ensure that all group members who need to know are aware of the incident;
- ensure that all group members are following the emergency procedures and the roles allocated to them – revise procedures and re-allocate roles as necessary;
- inform the school contact and provider/tour operator (as appropriate). The school contact number should be accessible at all times during the visit;
- details of the incident to pass on to the school should include: nature, date and time of incident; location of incident; names of casualties and details of their injuries; names of others involved so that parents can be reassured; action taken so far; action yet to be taken (and by whom);
- school contact should notify parents, providing as full a factual account of the incident as possible;
- notify insurers, especially if medical assistance is required (this may be done by the school contact);
- notify the relevant Embassy/Consulate if appropriate;
- ascertain phone numbers for future calls. Try not to rely solely on mobile phones;
- write down accurately and as soon as possible all relevant facts and witness details and preserve any vital evidence;
- keep a written account of all events, times and contacts after the incident;
- complete an accident report form as soon as possible;
- no-one in the group should speak to the media. Names of those involved in the incident should not be given to the media as this could cause distress to their families. Refer media enquiries to a designated media contact at the school;
- no-one in the group should discuss legal liability with other parties, nor sign anything relating to accident liability without clear advice from the school;
- keep receipts for any expenses incurred – insurers will require these.

## **ADVICE ON SPECIFIC ACTIVITIES**

### **Beach visits**

The group leader will consider the following when assessing the risks of a coastal activity:

- tides and sandbanks are potential hazards; timings and exit routes should be checked;
- group members should be aware of warning signs and flags;
- establish a base on the beach to which members of the group may return if separated;
- look out for hazards such as glass, barbed wire and sewage outflows etc.;
- some of a group's time on a beach may be recreational. Group leaders should consider which areas of the terrain are out of bounds, and whether the risk assessment allows swimming in the water;
- cliff tops can be highly dangerous for school groups even during daylight. The group should keep to a safe distance from the cliff edge at all times – a “buffer zone” between the students and the hazard. Be aware that cliff falls can mean that cliff paths stop abruptly at the cliff edge;
- group leaders should not normally allow students to ride mountain bikes on any route that is near a sheer drop e.g., coastal path or canal towpath. If the risk assessment indicates that the risk could be managed adequately, then there should be a small known group of skilled and experienced riders

- accompanied by appropriately qualified staff;
- the local coastguard, harbour master, lifeguard or tourist information office can provide information and advice on the nature and location of hazards.

## **Swimming in the sea or other natural waters**

Swimming and paddling or otherwise entering the waters of river, canal, sea or lake should never be allowed as an impromptu activity. The pleas of children to be allowed to bathe – because it is hot weather, for example, or after a kayaking exercise - should be resisted where the bathing has not been prepared for. In- water activities should take place only when a proper risk assessment has been completed and proper measures put in to control the risks. The activities should be formal and supervised.

It is good practice that, wherever possible, group leaders seek out recognized bathing areas that have official surveillance i.e., qualified lifeguard cover. But, even then, group leaders should be aware that students might mingle with members of the public and be lost to view. Students 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 students' swimming ability;
- check the weather;
- be aware of the local conditions – such as currents, weeds, rip tides, a shelving, uneven or unstable bottom – using local information from the lifeguard, coastguard, harbourmaster, police or tourist information office;
- beware of rocks, breakwaters and other potential hazards;
- look out for warning signs and flags: a red flag means it is unsafe to swim; yellow flags mean that lifeguards are on patrol in the area between the flags; a black and white flag means it is an area used by surfers and not suitable for swimming;
- 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 students;
- be aware of the dangerous effects of sudden immersion in cold water;
- be aware of the dangers of paddling especially for young students;
- ensure that students have not eaten (at least half an hour) before swimming;
- ensure the activity is suitable for the students, 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, even where lifeguards are on duty;
- 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;
- always follow the advice or directions of a lifeguard;
- 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;
- nevertheless, be aware that it is possible to drown in one's own depth, and to act immediately when a child appears to be in difficulties;
- ensure that children leave the water immediately if they get too cold, especially if toes and fingers look blue or feel numb - could suggest the onset of hypothermia;

- recognize that a child in difficulty is unlikely to wave or shout – all of their energies will be in trying to keep afloat.

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

## **Farm Visits**

Group Leaders should check the provision at the farm to ensure that

- eating areas are separate from those where there is any contact with animals;
- there are adequate clean and well-maintained washing facilities;
- there is clear information for visitors on the risks and the precautions to take.
- Ensure that there is adequately trained adult supervision wherever children can come into contact with animals and need to wash their hands;
- all children wash their hands thoroughly immediately after touching animals and before any eating or drinking;
- shoes are cleaned and then hands are washed on leaving the farm.

Never let students:

- place their faces against the animals;
- put their hands in their own mouths after touching or feeding the animals;
- eat or drink while going round the farm;
- eat or drink until they have washed their hands;
- sample any animal foodstuffs;
- drink from farm taps (other than in designated public facilities);
- touch animal droppings - if they do then wash and dry hands;
- ride on tractors or other machines;
- play in the farm area, or in other areas that are out of bounds such as grain storage tanks, slurry pits etc.

## ANNEX 4: VISIT EVALUATION REPORT

\*For reference only. Evaluation forms are submitted through [this Google form](#)

### VISIT EVALUATION REPORT

#### Trip Details

**Purpose:** XX

**Destination:** XX

**Dates:** XX

**Name of Visit Leader:** XX

**Supervising staff involved:** XX

**Students:** XX

#### Summary

XX

#### Lessons Learnt

XX

#### Incidents

Were there any 'incidents' during the visit? Yes No

*Please give details.*

Were there any 'accidents' during the visit? Yes No

*Please give details.*

Were there any 'near misses' during the visit? Yes No

*Please give details.*

**Report compiled by:**

**Date:**

## ANNEX 5: CHECKLIST FOR TRIP ORGANISERS

### Trip Organisers must:

1. Read and understand the Educational Visits Policy
2. Identify the purpose and specific educational objectives of the visit
3. Complete the online Visit Authorization Form in sufficient advance of the proposed trip. Provide details of any 'Plan B' activities that may be needed.
4. Visit the proposed site in advance when completing the Risk Assessment, except for known locations where advance visit is not required, as decided by the EVC.
5. Complete the Risk Assessment Form and get it approved (Annex 1) or a more detailed Risk Assessment for residential trips, as decided by the Educational Visits Coordinator (EVC).
6. Confirm venue and transport bookings, costs and charges
7. Check approval of any external instructors involved in the visit
8. Plan and confirm the programme of activities. Make any adjustments for children with any SEN or medical needs.
9. Make insurance arrangements, as required.
10. Send trip information to parents/guardians as early as possible, with appropriate information on dates, times, costs.
11. Confirm accompanying staff and adult helpers to ensure that supervision ratios are met. Ensure one member of staff is First Aid trained and certified.
12. Liaise with BIS Accountant regarding payments for the visit
13. Conduct pre-visit meeting for all staff involved in the visit
14. Brief students on the visit and behaviour expectations
15. Hold a meeting with parents in case of a residential trip
16. Ensure Parental consent forms have been collected
17. Compile list of phone numbers and contact details required in accordance with the Educational Visits Policy
18. Compile a list of medical information for all students participating in the trip, using information from the school doctor.
19. Give copies of all relevant documents, as required in accordance with the Educational Visits Policy, to BIS Reception and the EVC
20. Organise all materials and equipment needed for the visit
21. Check weather forecast and take conditions into account
22. Lead final briefing for participating staff, including revision of emergency procedures
23. Ensure staff know and have a list of students they are supervising; ensure students know who their supervisor is.
24. Collect First Aid kit(s) from school doctor
25. Ensure that staff and students fulfil their responsibilities. Conduct frequent head counts.
26. Contact Base contact to confirm safe arrival. Notify Base contact of any delays or incidents.
27. Make contact with all participants' parents every day, if on a residential trip.
28. Conduct on-going risk assessment throughout the trip.
29. Make the Visit a success for everyone involved.
30. Report to EVC on safe return from the trip. Report any incidents.
31. Confirm that all invoices are paid.
32. Complete a Visit Evaluation report and give it to the EVC within 5 days of completing the visit