



## VISITS AND EXPEDITIONS POLICY

### Contents

- Introduction
- 1. Responsibilities for visits
- 2. Planning visits
- 3. Supervision
- 4. Preparing pupils
- 5. Communicating with parents
- 6. Planning transport
- 7. Insurance
- 8. Types of visit
- 9. Visits abroad
- 10. Emergency procedures
- 12. Forms

### **INTRODUCTION**

Pupils can derive a good deal of educational benefit from taking part in school visits. In particular, they have the opportunity to undergo experiences not available in the classroom. Visits help to develop a pupil's investigative skills and longer visits in particular encourage greater independence. This document is designed to help everyone involved in organising school trips at St Julian's to ensure that pupils stay safe and healthy.

Most school visits take place without incident and it is clear that on the whole teachers are already demonstrating a high level of safety awareness. However, it is important that as a school we are consistent in how school trips are planned and managed. The potential hazards to which the document refers to should not discourage teachers. No amount of planning can guarantee that a visit will be totally incident free, but good planning and attention to safety measures can reduce the number of accidents and lessen the seriousness of those that do happen nonetheless. The management of health and safety on visits is of paramount importance. This document sets out principles, rather than trying to cover every eventuality, leaving it to teachers' professional and local judgement how best to apply those principles.

### **1. RESPONSIBILITIES FOR SCHOOL VISITS**

#### **1.1 Role of the School Trips Coordinator (STC)**

The STC should ensure that:

- that visits comply with regulations and guidelines provided by the school;
- the group leader is competent to monitor the risks throughout the visit;
- all necessary actions have been completed before the visit begins;
- the necessary risk assessments has been completed and appropriate safety measures are in place;
- training needs have been assessed by a competent person and the needs of the staff and pupils have been considered;
- the group leader has experience in supervising the age groups going on the visit and will organise the group effectively;



- the group leader or another teacher is suitably competent to instruct the activity and is familiar with the location/centre where the activity will take place;
- group leaders are allowed sufficient time to organise visits properly;
- non-teacher supervisors on the visit are appropriate people to supervise children;
- ratio of supervisors to pupils is appropriate;
- the Secondary Principal and/or Headmaster has approved the visit, if appropriate;
- parents have signed consent forms;
- arrangements have been made for the medical needs and special educational needs of all the pupils;
- adequate first-aid provision will be available;
- the mode of travel is appropriate;
- travel times out and back are known including pick-up and drop-off points;
- there is adequate and relevant insurance cover (check with S. Kong);
- they have the address and phone number of the visit's venue and have a contact name;
- a school contact has been nominated (this may be the STC or head teacher/principal) and the group leader has details;
- the group leader, group supervisors and nominated school contact have a copy of the agreed emergency procedures;
- the group leader, group supervisors and nominated school contact have the names of all the adults and pupils traveling in the group, and the contact details of parents and the teachers' and other supervisors' next of kin;
- there is a contingency plan for any delays including a late return home;
- absent staff have notified person coordinating cover well in advance of the trip.
- Group leader has ordered packed lunches for students that have a school meal.

## 1.2 Role of the Group leader

The group leader should have overall responsibility for the supervision and conduct of the visit and should have regard to the health and safety of the group. The group leader should have been approved by the STC and/or the Secondary Principal.

The group leader should:

- Complete a 'School trips proposal form' and obtain the STC's prior agreement before any off-site visit takes place;
- follow the St Julian's guidelines and policies;
- appoint a deputy;
- clearly define each group supervisor's role and ensure all tasks have been assigned;
- be able to control and lead pupils of the relevant age range;
- be suitably competent to instruct pupils in an activity and be familiar with the location/ centre where the activity will take place (where appropriate);
- ensure that adequate first-aid provision will be available;
- undertake and complete the planning and preparation of the visit including the briefing of group members and, where necessary, parents;
- undertake and complete the required risk assessments;
- review regularly undertaken visits/activities and advise the STC where adjustments may be necessary or have occurred;
- ensure that teachers and other supervisors are fully aware of what the proposed visit involves;
- have enough information on the pupils proposed for the visit to assess their suitability or be satisfied that their suitability has been assessed and confirmed;
- ensure the ratio of supervisors to pupils is appropriate for the needs of the group;
- consider stopping the visit if the risk to the health or safety of the pupils is unacceptable and have in place procedures for such an eventuality;



- ensure that group supervisors have details of the school contact;
- ensure that group supervisors and the school contact have a copy of the emergency procedures;
- ensure that the group's teachers and other supervisors have the details of pupils' special educational or medical needs which will be necessary for them to carry out their tasks effectively;
- observe the guidance set out for teachers and other adults (see 1.3-1.6 below).
- Cover has been arranged for absent teachers
- Ensure there is ongoing dialogue between themselves, parents, students and accompanying staff throughout the process.
- Advise parents of the following:
  - Additional insurance (not covered by school's multi-risk insurance policy)
  - Financial costs and method of payment.
  - Health and Vaccination requirements.
  - Passport and Visa requirements and any other official documentation required (e.g. authorization for minors leaving the country is required from **both** parents; other)
  - All other operational requirements for the trip (including clothing, pocket money, equipment, medicines, etc)

### 1.3 Role of the teacher

Teachers must do their best to ensure the health and safety of everyone in the group and act as any reasonable parent would do in the same circumstances. They should:

- follow the instructions of the group leader and help with control and discipline;
- consider stopping the visit or the activity, notifying the group leader, if they think the risk to the health or safety of the pupils in their charge is unacceptable.

### 1.4 Role of adult volunteers

Non-teacher adults on the visit should be clear about their roles and responsibilities during the visit. Non-teacher adults acting as supervisors must:

- do their best to ensure the health and safety of everyone in the group;
- not be left in sole charge of pupils except where it has been previously agreed as part of the risk assessment;
- follow the instructions of the group leader and teacher supervisors and help with control and discipline;
- speak to the group leader or teacher supervisors if concerned about the health or safety of pupils at any time during the visit.

### 1.5 Responsibilities of pupils

The group leader should make it clear to pupils that they must:

- not take unnecessary risks;
- follow the instructions of the leader and other supervisors including those at the venue of the visit;
- dress and behave sensibly and responsibly;
- if abroad be sensitive to local codes and customs;
- look out for anything that might hurt or threaten themselves or anyone in the group and tell the group leader or supervisor about it.
- ***seek approval from classroom teachers before committing themselves to the trip. If a subject teacher believes that the student's academic progress will be affected due to their absence, the student should consider very carefully whether it is appropriate to go on the visit;***
- catch up with any work missed



*Any pupils whose behaviour may be considered to be a danger to themselves or to the group may be stopped from going on the visit. The curricular aims of the visit for these pupils should be fulfilled in other ways wherever possible.*

## **1.6 Parents**

Parents should be able to make an informed decision on whether their child should go on the visit. The group leader should ensure that parents are given sufficient information in writing and are invited to any briefing sessions. Information regarding the school's insurance should be communicated to parents. The group leader should also tell parents how they can help prepare their child for the visit by, for example, reinforcing the school's expectations with regards to behaviour.

Parents should also be asked to agree the arrangements for sending a pupil home early and who will meet the cost.

Special arrangements may be necessary for parents for whom English is a second language.

Parents will need to:

- provide the group leader with emergency contact number(s);
- read , agree to and sign the relevant consent form;
- give the group leader information about their child's physical health which might be relevant to the visit (by means of the consent form).



## 2. OUTLINE OF THE PROPOSED TRIP

### 2.1 School Trips Proposal Form

Staff should consult the School Trips Coordinator (STC) prior to arranging any trip with pupils. A School Trip Proposal Form must be submitted which includes the following:

- Visit's objectives & educational purpose and how it links to the curriculum
- Proposed date, duration, venue
- Pupil Year/Group and staffing ratio
- Estimated cost
- Who would lead the group and who would be supervising the students
- Transport options
- Accommodation (if residential)
- Planned itinerary

**There is a specific form for day trips and another proposal form for residential visits.**

- ***The School Trip Proposal Form for day trips/outings must be submitted no later than the end of the half term prior to the half term in which the trip is planned.***
- ***Proposal forms for residential trips must be submitted by the end of May prior to the academic year in which the trip is planned.***

The trip organiser will discuss the proposals for the visit with the STC. If approved, written consent will be given. The proposed dates for the visit will then be put onto the school calendar.

**NO** trips are to be put on the school calendar without consent from the STC.

### 2.2 Exploratory visit

An exploratory visit should be made by any group leader, wherever that is possible, to:

- ensure at first hand that the venue is suitable to meet the aims and objectives of the school visit;
- obtain advice from the manager;
- assess potential areas and levels of risk;
- ensure that the venue can cater for the needs of the staff and pupils in the group;
- become familiar with the area before taking a group of young people there.

If an exploratory visit is not feasible then the group leader will need to consider how to complete an adequate assessment of the risks. A minimum measure would be to obtain specific information by letter from the venue, from other schools who have recently visited it, and from local organizations, such as tourist boards.

### 2.3 Risk Assessment

Pupils must not be placed in situations that expose them to an unacceptable level of risk. Safety must always be the prime consideration. If the risks cannot be reduced to an acceptable level then the visit will not take place.

Risk Assessment must be completed for every educational visit that leaves the school. The forms are generic and may need to be adapted to your particular needs. The purpose is to identify potential hazards (and their overall risk) and indicate what control measures will be put in place to reduce the risk of the hazard.



Group leaders are required to complete the generic risk assessment '**All Educational Visits**' and any other that is particular to the visit. The STC will inform group leaders as to what risk assessments have to be completed (see 'School Trips Proposal Form'). When making an assessment of the level of risk, both the seriousness and the likelihood of the hazard happening must be taken into consideration.

A copy of all current risk assessments can be found in the School Trips & Expeditions folder on Mail on Server'.

***PLEASE SEE THE STC IF HELP IS NEEDED IN COMPLETING THE RISK ASSESSMENT FORMS***

\* **Low** = The risk/chances of anything actually happening are low, or any injury is unlikely to be serious, this might be due to the control measures that are put in place or because of the activity itself is of a low risk nature.

\* **Medium** = The risk/chances of anything happening are moderate or serious injury is possible. At this stage you should be looking at your control measures to reduce the risk level.

\* **High** = The risk/chances of anything happening are of a high nature or any accident would be fatal. This could mean that the likelihood of serious injury is hard to reduce. Your activity needs to be looked at in an attempt to reduce the risk level or even cancelling the event/activity.

The group leader is responsible for giving copies of the risk assessment to all teachers/supervisors on the visit, with details of the measures they should take to avoid or reduce the risks.

Some teachers/departments will take new groups of pupils to the same location each year. As some factors will change from year to year, it is prudent to re-assess the risks each time - even when the group leader stays the same. It is necessary to evaluate each completed visit and keep a record.

Frequent visits to local venues, such as a swimming pool, may not need a risk assessment every time. Nevertheless, it is essential not to become complacent. A generic assessment of the risks of such visits should be made at regular intervals, and careful monitoring should take place.

The group leader and other staff should monitor the risks throughout the visit and take appropriate action as necessary.

Before booking a visit the group leader should obtain a written or documentary assurance that providers such as tour operators have themselves assessed the risks and have appropriate safety measures in place.

## **2.4 Notification to parents and parental consent**

A letter should be sent to parents that gives details of visit and activities involved, times of arrival and departure, recommended clothing and so forth. Examples of such letters can be found in the trips folder. If pupils are likely to spend part of the time unsupervised or participate in a potentially dangerous activity, permission for this should be sought. For residential trips, this letter should be followed up by a meeting with parents and/or further correspondence. A draft copy of the letter is to be shown to the School Trips Coordinator before it is distributed. Once finalized, a copy of the letter is to be submitted to the School Trips Coordinator.

***In conjunction with the letter a 'Parental Consent Form' must be sent.***

***No student will be able to participate in the trip unless the appropriate consent form has been signed and returned to the school.***



For residential trips there is a specific parental consent form that needs to be completed. For day visits the parental consent can be incorporated into the letter by attaching it at the end.

A date for the return of the parental consent form must be clearly indicated.

Other factors which should form part of the planning stage include:

- the facilities/equipment the group will need to take on the visit;
- the facilities/equipment to be provided at the venue;
- staff training needs;
- the designation of someone to record the details of the visit and to carry accident forms etc;
- transport & insurance arrangements;
- information to the provider;
- communication arrangements;
- supervision ratios;
- contingency measures for enforced change of plan or late return;
- preparing pupils;
- emergency arrangements;
- arrangements for sending pupils home early.
- staff cover

## 2.5 Financial planning

Students will not be charged a fee for day trips that are integral to, or a required extension of the school curriculum. However, the group leader must, on approval of the visit, submit a **'School Day Trips Request Form'** to the School Purchasing Manager (SK) who will:

- Charge the appropriate dept  
PLUS
- arrange and confirm bus reservation (if required)
- arrange for any credentials required
- arrange insurance cover

For residential trips where a cost is incurred by the parents, the group leader should ensure that parents have early written information about the cost of the trip and dates when payments need to be made. Parents should be given enough time to prepare financially for the visit. It may be useful to break the costs down into subheadings such as travel, hostel, meals etc. It is the responsibility of the group leader to manage the payment of funds and to liaise with the accounts department.

**If parents require receipts these should be obtained from the finance office, via the Group Leader.**

The Group Leader should liaise closely with accounts with regards to the trip account, (late) payments, refunds etc.

All receipts for the trip should be kept and submitted to the purchasing manager (Susana Kong) on return from the trip.

## 2.6 First aid

First aid should form part of the risk assessment. Before undertaking any off-site activities the group leader should assess what level of first aid might be needed. On any kind of visit the group leader should have a good working knowledge of first aid and ensure that an adequate first-aid box is taken. The



school surgery will provide basic first-aid kits that will cover regular, day-to-day school visits. For adventurous activities, visits abroad or residential visits it is sensible for at least one of the group's teachers to be a fully-trained in first aid. All adults in the group should know how to contact the emergency services. (Within Portugal the number is 112).

The minimum first-aid provision for a visit is:

- a suitably stocked first-aid box (to be obtained from the school surgery);
- a person appointed to be in charge of first-aid arrangements.

Other considerations when considering first-aid needs should include:

- the numbers in the group and the nature of the activity;
- the likely injuries and how effective first aid would be;
- the distance of the nearest hospital.

First aid should be available and accessible at all times. The school first-aid contains the following:

- a leaflet giving general advice on first aid;
- individually wrapped sterile adhesive dressings (assorted sizes);
- assorted sizes of sterile unmedicated wound dressing;
- individually wrapped triangular bandages;
- individually wrapped moist cleansing wipes;
- one pair of disposable gloves;
- a resuscitator (for hygienic mouth to mouth resuscitation).
- Individually wrapped moist cleaning wipes (for a variety of different situations, such as bee stings)
- blunt ended scissors
- plastic sick bag
- bag for soiled waste
- assortment of general crepe bandages (with clips)
- assorted plasters

The total quantity of equipment taken should be decided by the group leader (in liaison with the school surgery) on the basis of the numbers at risk, environment, activities and portability.



### 3. SUPERVISION

#### 3.1 Ratios

It is important to have a high enough ratio of adult supervisors to pupils for any visit. The factors to take into consideration include:

- sex, age and ability of group;
- pupils with special educational or medical needs;
- nature of activities;
- experience of adults in off-site supervision;
- duration and nature of the journey;
- type of any accommodation;
- competence of staff, both general and on specific activities;
- requirements of the organisation/location to be visited;
- competence and behaviour of pupils;
- first aid cover.

The above factors must be taken into consideration as part of the risk assessment. Staffing ratios for visits are difficult to prescribe as they will vary according to the activity, age, group, location and the efficient use of resources. However, a general guide for visits to local historical sites and museums or for local walks, in normal circumstances, might be:

- 1 adult for every 6 pupils in school years 1 to 3 (under 5s reception classes should have a higher ratio);
- 1 adult for every 10-12 pupils in school years 4 to 6;
- 1 adult for every 12-15 pupils in school year 7 onwards.
- 1 adult for every 10 pupils on residential visits.
- For mixed groups on residential visits, there needs to be at least one female and one male member of staff.

Group leaders should assess the risks and consider an appropriate safe supervision level for their particular group. There should be a minimum of one teacher in charge.

Groups containing students with behavioural problems or SEN may require a higher staff to pupil ratio. Always check with the SEN department prior to a trip in order to gather information on such students and to establish what their specific needs are and how they can best be catered for on a school trip. For some students, it must be recognised that it just may not be feasible to take them on certain school trips.

In addition to the teacher in charge there should be enough supervisors to cope effectively with an emergency. When visits are to remote areas or involve hazardous activities, the risks may be greater and supervision levels should be set accordingly. The same consideration should be given to visits abroad or residential visits. Some non-residential visits with mixed groups will need a teacher from each sex.

#### 3.2 Parents/Volunteers

Where there is more than one teacher/supervisor a group leader should be appointed who has authority over the whole group. If more than one school is involved an overall group leader should be identified, usually the person with the most experience in leading such visits.

Where a high adult:pupil ratio is required, it is not always feasible to use school staff alone. Parents/volunteers may be used to supplement the supervision ratio. They should be carefully selected and ideally they should be well known to the school and the pupil group. Anyone who has not had a criminal conviction check should never be left in sole charge of pupils.



The group leader needs to be clear about procedures for vetting volunteers who wish to be supervisors or drivers, in particular for residential visits. The suitability of potential supervisors should be assessed by the group leader and the STC at an early stage of the planning process. Where there is any doubt about suitability further investigations should be made and if any doubt remains the adult should not be allowed to help supervise the visit. Similar considerations should be made for adults who have no supervisory role but who wish to take part in the visit. For the protection of both adults and pupils, all adult supervisors should ensure that they are not alone with a pupil wherever possible.

All adult supervisors, including teachers and parent/volunteer helpers, must understand their roles and responsibilities at all times. It may be helpful to put this in writing. In particular, all supervisors should be aware of any pupils who may require closer supervision, such as those with special needs or those likely to cause trouble. Teachers retain responsibility for the group at all times.

### **3.3 Competences if leading an adventure activity**

If the school is leading an adventure activity, such as canoeing, the STC must ensure that the group leader and other supervisors are suitably competent to lead or instruct pupils in the activity, bearing in mind that some pupils may be novices. Competences should be demonstrated by holding the relevant National Governing Body (NGB) award where it exists.

### **3.4 Head Counts**

Whatever the length and nature of the visit, regular head counting of pupils should take place, particularly before leaving any venue. All supervisors should carry a list of all pupils involved in the visit at all times. Pupils, particularly in school years 1 to 3, should be easily 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. Pupils should not wear name badges. But some schools find it useful to provide pupils with badges displaying the name of the school and its emergency contact number. The group leader should establish rendezvous points and tell pupils what to do if they become separated from the group.



## **4. PREPARING PUPILS**

### **4.1 Remote Supervision**

The aim of visits for older pupils may be to encourage independence and investigative skills, and some of the time, on visits such as trips abroad and fieldwork, the students may be unsupervised. The group leader should establish during the planning stage of the visit whether the pupils are competent in remote supervision and should ensure parents have agreed this part of the visit. The group leader remains responsible for pupils even when not in direct contact with them.

Parents should be told, before the visit, whether any form of remote supervision will take place and consent should be obtained.

### **4.2 Preparing Students**

Pupils who are involved in a visit's planning and organisation, and who are well prepared, will make more informed decisions and will be less at risk. Providing information and guidance to pupils is an important part of preparing for a school visit. Pupils should clearly understand what is expected of them and what the visit will entail. Pupils must understand what standard of behaviour is expected of them and why rules must be followed. The lack of control and discipline can be a major cause of accidents. Pupils should also be told about any potential dangers and how they should act to ensure their own safety and that of others.

### **4.3 Participation**

- The group leader should ensure that the pupils are capable of undertaking the proposed activity. Pupils should be encouraged to take on challenges during adventurous activities but should not be coerced into activities of which they have a genuine fear.
- Pupils whose behaviour is such that the group leader is concerned for their safety, or for that of others, should be withdrawn from the activity. On residential visits the group leader should consider whether such pupils should be sent home early. Parents and pupils should be told in advance of the visit about the procedures for dealing with misbehaviour, how a pupil will be returned home safely and who will meet the cost.

### **4.4 Equal opportunities**

Every effort should be made to ensure that school journeys and activities are available and accessible to all who wish to participate, irrespective of special educational or medical needs, ethnic origin, sex, religion etc. All young people should be encouraged to participate in as wide a range of activities as possible. If a visit is to cater for pupils with special needs, a suitable venue should be selected.

### **4.5 Information to pupils**

The group leader should decide how information is provided, but must ensure that the pupils understand key safety information. For some pupils on overnight visits it will be their first experience away from home on their own and in the close company of other pupils.

Pupils should understand:

- the aims and objectives of the visit/activity;
- the background information about the place to be visited;
- basic foreign words where appropriate;
- relevant foreign culture and customs;
- how to avoid specific dangers and why they should follow rules;
- why safety precautions are in place;
- why special safety precautions are in place for anyone with disabilities;
- what standard of behaviour is expected from pupils;



- appropriate and inappropriate personal and social conduct including sexual activity;
- who is responsible for the group;
- what not to bring back either within Portugal or from abroad such as drugs, knives etc;
- what to do if approached by anyone from outside the group;
- rendezvous procedures;
- what to do if separated from the group;
- emergency procedures.

**For residential visits all group members should carry the address and telephone number of the accommodation in case an individual becomes separated. This applies to exchange visits when pupils will also need to know about any ground rules agreed between the group leader and host family.**

Where visits involve multiple activities with differing requirements each activity will need to be assessed and separate information provided. Pupils should be aware of who is responsible in any instances where the group leader has delegated responsibility to another member of staff or instructor.

If at any time there is a change in the planned schedule new activities should be assessed and pupils provided with the appropriate information.

#### **4.6 Preparing pupils for remote supervision**

During any time that remote supervision takes place the group leader must ensure that pupils are aware of the ground rules and are adequately equipped to be on their own in a group. The size of each group should also be considered. As a minimum pupils should have the following:

- telephone numbers and emergency contacts if lost;
- money;
- maps and plans and any other information for them to act effectively;
- location of local telephones and the appropriate coins;
- a knowledge of how to summon help;
- a knowledge of out of bounds areas or activities;
- identity cards and a rendezvous point.

It is important that pupils are told not to go off on their own, are given clear instructions about permitted remote supervised activities and understand and accept the ground rules. There should never be less than two persons in a group but wherever possible this should be three.

#### **4.7 Transport and pupils**

Pupils using transport on a visit should be made aware of basic safety rules including:

- arrive on time and wait for the transport in a safe place;
- do not rush towards the transport when it arrives;
- wear your seatbelt and stay seated whilst traveling on transport;
- never tamper with any of the vehicle's equipment or driving controls;
- bags must not block aisles or cause obstructions;
- never attempt to get on or off the moving transport;
- never lean out of or throw things from the window of the transport;
- never get off a vehicle held up by traffic lights or in traffic;
- never run about or pass someone on steps or stairs while transport is moving;
- never kneel or stand on seats;
- never distract or disturb the driver or impede the driver's vision;



- stay clear of doors after boarding or leaving the transport;
- after leaving the vehicle, always wait for it to move off before crossing the road;

The group leader should ensure that pupils know what to do if they miss the scheduled departure time.

#### **4.8 Pupils with special educational and medical needs**

Teachers should make every effort to include pupils with special educational or medical needs in school visits, whilst maintaining the safety of everyone in the group. Special attention should be given to appropriate supervision ratios and additional safety measures may need to be addressed at the planning stage.

#### **4.9 Pupils with medical needs**

Additional safety measures to those already in place in the school may be necessary to support pupils with medical needs during visits. Arrangements for taking medication and ensuring sufficient supplies for residential visits may be required.

All teachers supervising visits should be aware of a pupil's medical needs and any medical emergency procedures. Summary sheets held by all teachers, containing details of each pupil's needs and any other relevant information provided by parents, is one way of achieving this. If appropriate, a volunteer teacher should be trained in administering medication, if they have not already been so trained, and should take responsibility in a medical emergency. If the pupil's safety cannot be guaranteed, it may be appropriate to ask the parent or a care assistant to accompany a particular pupil.

The group leader should discuss the pupil's individual needs with the parents. Parents should be asked to supply:

- details of medical conditions;
- emergency contact numbers;
- the child's doctors name and phone number;
- written details of any medication required (including instructions on dosage/times);
- parental permission if the pupil needs to administer their own medication or agreement for a volunteer teacher to administer;
- information on any allergies/phobias;
- information on any special dietary requirements

The above information is included on the school's parental consent slips.

If teachers are concerned about whether they can provide for a pupil's safety or the safety of other pupils on a trip because of a medical condition, they should seek general medical advice from the school surgery or further information from the pupil's parents.

***The group leader should check that the insurance policy covers staff and pupils with preexisting medical needs.***

#### **4.10 Pupils with special educational needs**

The school will already be familiar with the nature of a pupil's special educational needs. Any limitations or problems the pupil may have should be taken into account at the planning stage and when carrying out the risk assessment. Off-site visits may pose additional difficulties for a pupil with SEN and the behaviour of some pupils may prove challenging. The following factors should be taken into consideration:

- is the pupil capable of taking part in and benefiting from the activity?



- can the activity be adapted to enable the pupil to participate at a suitable level?
- will additional/different resources be necessary?
- is the pupil able to understand and follow instructions?
- will additional supervision be necessary?

It may be helpful to the pupil if one of the supervisors already knows them well and appreciates their needs fully. The group leader should discuss the visit with the parents of pupils with SEN to ensure that suitable arrangements have been put in place to ensure their safety.



## 5. COMMUNICATING WITH PARENTS

### 5.1 Information to parents

Parents should be informed in writing of any offsite activity or visit unless it is a regular part of the school curriculum which parents have already been informed about through the school prospectus or a letter (e.g. CAS, sports fixtures, Premio). Seeking annual consent for such routine visits may be appropriate.

Before residential visits, or when the pupils are to travel abroad or engage in adventure activities, parents should be encouraged to attend a briefing meeting where written details of the proposed visit should also be provided. There should be alternative arrangements for parents who cannot attend or who have difficulty with communication in English.

Parents need to be aware that the teachers and other adult supervisors on the visit will be exercising the same care that a prudent parent would. The following information on matters that might affect pupil health and safety should be given to parents:

- dates of the visit;
- visit's objectives;
- times of departure and return - parents must have agreed to meet their child on return;
- the location where the pupils will be collected and returned;
- mode(s) of travel;
- the size of the group and the level of supervision including any times when remote supervision may take place;
- details of accommodation with security and supervisory arrangements on site;
- details of provision for special educational or medical needs;
- procedures for pupils who become ill;
- names of leader, of other staff and of other accompanying adults;
- details of the activities planned and of how the assessed risks will be managed;
- standards of behaviour expected in respect of, for example, alcohol, sexual behaviour, smoking and general group discipline including prohibited items. This information may take the form of a code of conduct which parents should sign;
- what pupils should not take on the visit or bring back;
- details of insurance taken out for the group as a whole in respect of luggage, accident, cancellation, medical cover, any exceptions in the policy and whether parents need to arrange additional cover;
- clothing and equipment to be taken;
- money to be taken;
- the information to be given by parents and what they will be asked to consent to;
- on exchange visits, the details of the host families. For example, whether they have hosted any of the school's pupils before;
- details on the cost of the visit.

### 5.2 Parental consent

Group leaders should seek parental consent for all non-routine visits involving pupils from St. Julian's School (no matter how short the visit the visit).

If parents withhold consent absolutely the pupil should not be taken on the visit but the curricular aims of the visit should be delivered to the pupil in some other way wherever possible. If the parents give a conditional consent the Group Leader (in discussion with the STC) will need to consider whether the pupil may be taken on the visit or not.



A St Julian's parental consent form should be completed for each pupil in the group. Besides conveying the parents' consent this form also forms the basis for obtaining details required. If a tour operator is used it may be sensible to ask them what additional information is needed.

There are two different types of parental consent form; one is for regular day trips and the other is for residential trips. Both can be attached to the end of the initial letter that goes out to parents about the proposed visit.

### **5.3 Medical consent**

This forms part of the St Julian's parental consent form. Parents are asked to agree to the pupil's receiving emergency treatment, as considered necessary by the medical authorities. If parents do not agree to this, the STC will recommend withdrawing the child from the visit - given the additional responsibility this would entail for the group leader.

Doctors can be expected to carry out necessary emergency treatment without parental consent but it is possible that a surgeon in another country might be reluctant to operate on a pupil unless assured that the group leader had parental authorisation to agree to such treatment. A suggestion would be to include a translation of the medical consent, as signed by the parent, in the relevant foreign language.

### **5.4 Other consent**

Parental consent should be obtained specifically for the transporting of pupils in the private vehicle of a non-teacher adult or another pupil on the visit.

### **5.5 Early return**

The group leader should tell parents if they will be expected to fund the early return of a pupil whose conduct gives cause for concern on a visit. A written agreement may be necessary.

### **5.6 Contact with parents during the visit**

The school should ensure that parents can contact their child via the school contact and the group leader in the event of a home emergency, and that they have a number to ring for information in the event of an incident during the visit or a late arrival home. However, contact should only be made in an emergency and contact should be via the group leader and not directly with the student.

### **5.7 Pupils' contact with parents**

Group leaders should arrange for parents to be told by the school of the group's safe arrival. One way of doing this is by a 'telephone tree' whereby one parent contacts an agreed group of parents who then contact a further group. Pupils may wish to speak to their parents individually but such arrangements should be agreed with parents, group leader and pupils before the visit takes place. Parents concerned after a phone call should contact the school contact.



## 6. PLANNING TRANSPORT

### 6.1 General

The group leader must give careful thought to transport arrangements. The main factors to consider include:

- passenger safety;
- the competence and training of the driver to drive the proposed vehicle and whether the driver holds the appropriate valid licence;
- number of driving hours required for the journey;
- type of journey - will the visit take place locally or will it include long distance driving ie major highways?
- traffic conditions;
- contingency funds and arrangements in case of breakdown/emergency; appropriate insurance cover;
- weather;
- journey time and distance;
- stopping points on long journeys for toilet and refreshments

Factors that the group leader should consider when planning supervision on transport include:

- level of supervision that will be necessary on double decker buses/coaches - one supervisor on each deck should be appropriate in normal circumstances;
- safety when crossing roads as part of the journey - the group leader should ensure that pupils know how to observe basic safety rules.
- Pedestrian crossings and traffic lights or footbridges should be used to cross roads, whenever possible.

### 6.2 Hiring coaches and buses

The group leader is responsible for ensuring that coaches and buses are hired through Susan Kong in Administration. The operators of buses and coaches that are used by the school are licensed.

**SEAT BELTS ARE TO BE WORN AT ALL TIMES AND NO STUDENT SHOULD BE OUT OF THEIR SET UNLESS THE VEHICLE IS STATIONARY AND THEY HAVE BEEN GIVEN PERMISSION TO LEAVE THE BUS.**

### 6.3 Safety on buses, trains, ferries, boats and at airports

Safety while on stops or rests during the journey

- group leaders should plan with the driver sufficient stops at suitable areas to ensure the safety of all group members including the driver. Drivers of buses and coaches must comply with legislation covering maximum periods of driving and minimum rest periods;
- The level of supervision necessary should be considered as part of the risk assessment for the journey. The group leader is responsible for the party at all times including maintaining good discipline.
- the group leader should make clear to pupils how much or little freedom they have to roam. Misbehaviour is a main cause of accidents to children at such means of places. Appropriate supervision and discipline should be maintained at all times. Pupils should also be made aware of what to do in an emergency and where emergency procedures are displayed;



- Booking airline tickets - the group leader should arrange for seats to be reserved well in advance to ensure that the party can travel together;
- safety of pupils whilst waiting at pick-up and drop-off points and when getting on or off transport. Pupils should be made aware of safety rules and expected standards of behaviour.
- Leave a list of students and adults on the trip in the Secondary School office, along with the name of the destination, itinerary of the trip and relevant contact numbers. The staff members must be contactable by phone. See Antonio Santos ([asantos@stjulians.com](mailto:asantos@stjulians.com)) in advance if you need to book a school mobile. The schools main telephone number is (+352) 21 458 53 00



## 7. INSURANCE

### 7.1 General

The group leader must ensure, well before the group departs, that adequate insurance arrangements are in place. Insurance is usually provided by the school but group leaders must liaise with Susana Kong to discuss whether the school insurers will cover the trip. Tour operators or the organisation to be visited may also have their own insurance policy.

### 7.2 Insurance and parents

The school currently has its insurance policies with AXA ("Seguros de Acidentes Pessoais") The insurance covers any school employee or pupil (not parent volunteers or non-St. Julian's School members) travelling on behalf of the school, inside Portugal and during school hours. Trips involving high-risk activities (skiing, canoeing, mountaineering, swimming, etc) are not covered by this policy and, consequently, an extension to the policy will be required. Group leaders should request details from the Purchasing Manager.

The group leader should write to the parents to tell them which responsibilities the school accepts and the extent of the school insurance cover (see below).

Details of the schools insurance cover is as follows:

Death	5.000,00
Permanent and invalidity	37.500,00
Treatment and repatriation	7.500,00

Figures are in Euros.

### 7.3 Insurance cover for visits

Insurance policies are legal documents. They will impose conditions, limit the cover, and exclude certain people or activities. Insurance companies/travel firms can advise on particular types of insurance. The group leader should ascertain the details of the insurance held by the tour operator. The following are examples of cover that may be appropriate to some types of school visit:

- employers liability;
- public liability;
- personal accident cover for teachers, other adults, and pupils;
- costs of medical treatment;
- specialised risk activities (often excluded from standard policies) and the costs of evacuation for medical reasons when abroad;
- damage to or loss of hired equipment (check the wording of the hire agreement);
- programmed and non-programmed activities;
- transport and accommodation expenses in case of emergency;
- compensation against cancellation or delay;
- compensation for loss of baggage and personal effects including money;
- legal assistance in the recovery of claims; and
- failure or bankruptcy of the centre or travel company.

Additional arrangements may be necessary in order to obtain insurance cover for activities abroad and activities of a potentially hazardous nature. The group leader should discuss appropriate arrangements with Susana Kong. If there is any doubt about the cover, the insurance company used by the school should be contacted. Note: It is the responsibility of the Group Leader to ascertain whether specific training and/or qualifications are required for the type of activity planned



Additional cover may be necessary for participants with medical conditions. The group leader should check this with Susana Kong before departure.

#### **7.4 Cancellations and return of deposits**

Where a payment is required for a school visit, the group leader must inform the parents as to when the deposit needs to be paid and whether it is either refundable or non-refundable. If refundable, parents need to be informed as to what the latest date for cancellation is.



## 8. TYPE OF VISIT

### 8.1 Adventure activities using licensed providers (following UK guidelines)

When planning to use adventure activity facilities offered by a commercial company or by a local authority the group leader should check:

- whether the provider is legally required to hold a licence for the activities it offers and, if so,
- that the provider actually holds a licence.

A licensed provider does not necessarily have to hold a licence for **all** its activities. Many of the activities that pupils take part in will be covered by health and safety legislation alone. However, in accordance with UK legislation, the following activities - where undertaken by young people under 18 years unaccompanied by a parent - need a licence when commercial companies sell them, or when local authorities provide them with or without a charge:

**caving:** the exploration of underground passages, disused mines, or natural caves which requires the use of special equipment or expertise;

**climbing:** climbing, sea-level traversing, abseiling or scrambling over natural terrain or certain man-made structures which requires the use of special rock-climbing or ice-climbing equipment or expertise;

**trekking:** going on foot, horse (pony), pedal cycle, skis, skates or sledges over moorland, or on ground over 600 metres above sea level when it would take 30 minutes to reach an accessible road or refuge. Off-piste skiing requires a licence;

**watersports:** this comprises sailing, canoeing, kayaking, rafting and windsurfing, on the sea, tidal waters, inland waters at a location where any part of those waters is more than 50 metres from the nearest land, and turbulent inland waters.

Holding a licence means that a provider has been inspected and the Licensing Authority are satisfied that appropriate safety measures are in place for the provision of the specified licensed adventure activities.

### 8.2 Adventure activities using non-licensable providers

Not all providers are required to hold a licence. Voluntary bodies and schools providing for their own members and pupils respectively are exempt.

Not holding a licence does not imply a lack of safety. It might simply mean the provider or the activity is not licensable.

If proposing to use a non-licensable provider, the group leader should obtain assurances in writing from the provider that:

- risks have been assessed and that the provider's staff are competent to instruct and lead pupils of the group's age range on the activity. Competence could be demonstrated by holding the relevant award where it exists or through successful participation in an approved in-house scheme;
- the equipment is appropriate and that its safe condition is checked before each use;
- clear management of safety systems is in place;
- there is appropriate provision for first aid;
- there are emergency procedures (including arrangements for informing next of kin and for alerting the group leader);
- that the provider's staff are competent in the procedures and will hold emergency phone numbers and addresses of the group members;
- the group will have a fire drill as soon as possible on arrival at the provider's base.



The group leader may wish to ask the provider for names of other schools or groups who have recently used its facilities.

### **8.3 Other issues to consider with all adventure activity providers**

The group leader should check and agree the provider's arrangements for supervision and recreation during the evenings and between adventure activities. The group leader should also provide any relevant information to the provider such as the group's age range, competence etc.

The group leader and teachers retain ultimate responsibility for pupils at all times during adventure activities, even when the group is under instruction by a member of the provider's staff. The provider is responsible for the safe running of an activity. Clear handover and handback procedures should be in place. Everyone, including the pupils, must have an understanding of the roles and responsibilities of the school staff and the provider's staff.

The group leader and teachers should have sufficient information on what the activity involves before it takes place. They should approach the instructor at an appropriate safe interval if they are concerned that the pupils may be at unnecessary risk.

### **8.4 School-led adventure activities**

If a member of the school staff is to organise, lead and instruct pupils on adventure activities they should complete the necessary risk assessments.

The STC and the Secondary Principal should satisfy themselves that:

- the group leader and other supervisors are competent to act as leaders and/or instructors of pupils in the activity - bearing in mind that some of these pupils may be novices. Competences should be demonstrated by holding the relevant award where it exists.
- the group leader is competent in safety procedures and the planning of adventurous visits;
- an appropriate risk assessment has been completed;
- the supervision will be appropriate;
- there is adequate first aid provision, expertise and equipment within the group;
- the emergency procedures include activity specific measures and that supervisors are competent to carry them out;
- the equipment is appropriate, safe and in good condition;
- every pupil is suited to the activity and is properly prepared and equipped.

### **8.5 Remote supervision during adventurous activities**

Some adventurous activities - such as those under the Duke of Edinburgh Awards (Premio) - require pupils to work in small groups without direct supervision. Particular attention needs to be given to the information provided to pupils before supervision can be withdrawn.

The training given to pupils must be sound and thorough and should be assessed separately. The instructor should have the appropriate qualifications or experience to provide training in the activity. The group leader should be satisfied that the pupils have acquired the necessary skills and have the necessary experience, confidence, physical ability and judgment to be left without direct supervision.

The withdrawal of direct supervision should be a gradual four stage process:

1. accompanying the group;
2. shadowing the group;
3. checking regularly at agreed locations;
4. checking occasionally at agreed locations.



Pupils should be familiar with all equipment used or taken without direct supervision and, in addition to training, an initial element of adult supervision in the use of equipment may be required. The condition and suitability of any equipment, particularly safety equipment, taken or used during these activities should be assessed separately.

## 8.6 Coastal visits

Group leaders and other teachers should be aware that many incidents affecting pupils may occur by or in the sea. There are dangers on the coast quite apart from those incurred in swimming (for which see separate section below). The group leader should bear the following points in mind when assessing the risks of a coastal activity:

- tides, rip tides and sandbanks are potential hazards; timings and exit routes should be checked;
- ensure group members are 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 and sea are out of bounds;
- cliff tops can be highly dangerous for school groups even during daylight. The group should keep to the path at all times. Group leaders should consider whether it is safe or legal for pupils to ride mountain bikes on coastal paths.

The local coastguard, harbour master, lifeguard or tourist information office can provide information and advice on the nature and location of hazards.

## 8.7 Swimming in the sea or other natural waters

Swimming and paddling in the sea or other natural waters are potentially dangerous activities for a school group. They should only be allowed as formal and supervised activities, preferably in recognized bathing areas which have official surveillance i.e. qualified lifeguard cover. Nonetheless, pupils should always be in sight of their supervisors. One supervisor should always stay out of the water for better surveillance.

The group leader, or another designated teacher in the group, should hold a relevant life saving award, especially where lifeguard cover may not be available.

A ratio of 1 adult to 10 pupils is a minimum. The group leader should assess the risks and consider an appropriate safe supervision level for their particular group before the activity takes place.

The group leader should:

- be aware that many children who drown are strong swimmers;
- ascertain for themselves the level of the pupil's swimming ability;
- be aware of the local conditions - such as currents, weeds, a shelving, uneven or unstable bottom - using local information from the lifeguard, coastguard, harbourmaster, police or tourist information office;
- designate a safe area of water for use by the group;
- be aware of the dangerous effects of sudden immersion in cold water;
- be aware of the dangers of paddling especially for young pupils;
- ensure that pupils have not eaten (at least half an hour) before swimming;
- ensure the activity is suitable for the pupils, especially any with disabilities;
- adopt and explain the signals of distress and recall.



## 8.8 Swimming pools

Group leaders should follow the recommended safe supervision levels at the pool for their pupils. A minimum ratio should be 1 adult to 12 pupils in school years 4 to 6, and 1 adult to 20 for school years 7 onwards. For pupils in school year 3 and below the ratio should be higher. Teachers should monitor the risks of regular swimming activities and adjust supervision levels for their individual groups as necessary.

If considering the use of a swimming pool not used before or monitoring the hazards of a regularly used pool it is advisable to observe and check the following:

- is there constant pool supervision by a sufficient number of qualified lifeguards?
- where there is no lifeguard the group leader should stay at the poolside at a raised location. In such circumstances, the group leader, or a designated teacher, should have a relevant life saving award and be accompanied by an appropriate number of supervisors;
- is the water temperature appropriate?
- is the water clear?
- are there signs clearly indicating the depth – is there a shallow end and is the water there shallow enough?
- does the deep end allow for safe diving?
- is there a poolside telephone?
- are there a resuscitator and other pieces of first aid and rescue equipment, and is there someone trained to use them?
- is there a changing room for each sex?
- does the pool cater for pupils with disabilities?
- are the changing and showering facilities safe and hygienic?
- can clothes be stored securely?
- have the pupils been instructed how to behave in and around the water?

Parental consent should be obtained for ANY activity in which pupils will be entering the water. Consent does not mean that group leaders should not check for themselves the level of a pupil's swimming ability.

## 8.9 Field studies

Field studies associated with a range of subjects including geography, biology, geology and history might take pupils to industrial sites and other urban areas as well as into the countryside and to the coast (see above-**Coastal visits**). The scope of field studies means that the group leaders, who will usually be subject specialists, should also be competent to lead and instruct their pupils within urban and non-urban environments at minimal risk.

## 8.10 Residential visits

A good rule of thumb ratio is 1 teacher for every 10 pupils. Issues for the group leader to consider include the following:

- the group should ideally have adjoining rooms with teachers' quarters next to the pupils' – the leader should obtain a floor plan of the rooms reserved for the group's use in advance;
- there must be at least one teacher from each sex for mixed groups;
- there must be separate male and female sleeping/bathroom facilities for pupils and adults;
- the immediate accommodation area should be exclusively for the group's use;
- ensure there is appropriate and safe heating and ventilation;
- ensure that the whole group are aware of the lay-out of the accommodation, its fire precautions/exits (are instructions in English or otherwise clear?), its regulations and routine, and that everyone can identify key personnel;
- security arrangements - where the reception is not staffed 24 hours a day, security arrangements should be in force to stop unauthorised visitors;



- the manager of the accommodation should be asked for assurances that the staff, including temporary workers, have been checked as suitable for work with young people.
- locks on doors should work in the group's rooms but appropriate access should be available to teachers at all times;
- there should be drying facilities;
- there should be adequate space for storing clothes, luggage, equipment etc, and for the safe keeping of valuables;
- adequate lighting - it is advisable to bring a torch;
- there should be provision for pupils with special needs and those who fall sick;
- balconies should be stable, windows secure, and electrical connections safe;
- where possible pupils should not be lodged in ground floor rooms;
- the fire alarm must be audible throughout the accommodation;
- there should be recreational accommodation/ facilities for the group;
- there should be an appropriate number of group supervisors on standby duty during the night.

Before booking a hostel/hotel abroad, the group leader should confirm it has fire exits and lifts with inner doors and that it meets local regulations. After arrival at any accommodation it is advisable to carry out a fire drill as soon as possible.



## 9. VISITS ABROAD

Much of the earlier advice in this document applies to visits abroad, but there are some additional factors that need to be considered.

### 9.1 Tour operators

The Tour operator is responsible for ensuring that all travel and hotel or centre facilities guarantee the safety and comfort of you and your party.

Group leaders should avail themselves of the following information prior to finalising agreements:

1. Ensure that there are written operating procedures for all trips and activities.
2. Ask for written evidence of the qualifications and experience of any staff who are leading activities.
3. Ask for written references from previous groups, or, even better, ask for the names and address of groups visiting on a specific date the year before. This will enable a random selection of reports.
4. Whilst safety is obviously paramount, it is also necessary to consider the quality of the programme offered in terms of educational content and participant involvement.
5. Discuss and confirm with the tour operator the level and type of supervision that they will undertake (group leaders and accompanying staff remain responsible for the well-being of their party members at all times, although clearly the Tour Operator/Guide has a duty here, particularly during activity sessions).

Collect promotional material, which can later be used to recruit, inform other staff or be displayed at a parents' meeting.

### 9.2 Using a UK Tour Operator

Before using a tour operator group leaders should ensure it is reputable. Ascertaining this should form part of the risk assessment. The Civil Aviation Authority licenses travel organisers and tour operators selling air seats or packages with an air transport element (Air Travel Organisers Licence or ATOL). The licence is a legal requirement and provides security against a licence holder going out of business.

A travel agent does not need to be an ATOL holder if acting only as an agent of an ATOL holder. But if so the group leader must check whether or not the whole package being supplied is covered by the ATOL. If it is not, the organiser must show evidence of other forms of security to provide for the refund of advance payments and the costs of repatriation in the event of insolvency.

### 9.3 Operators based abroad (e.g. Portugal)

Directive 90/314/EEC (as referred to above) applies to all states of the European Economic Area (EEA). Group leaders may wish to use a package organiser based in an EEA state. If so, they should check that it satisfies the requirements of the national legislation implementing the Directive. Details may be available from Susana Kong (Administration), the national tourist offices or embassies/consulates.

### 9.4 Planning and preparation

It is good practice that an exploratory visit to the location should always be made. If this is not possible, the group leader should gather as much information as possible on the area to be visited/facilities from:

- the provider;
- other schools who have used the facilities/been to the area;
- the local authority/schools in the area to be visited;
- national travel offices;
- relevant embassies/consulates;
- travel agents/tour operators;



- The Suzy Lamplugh Trust, a charity for personal safety, who have produced guidance, including a book called *World Wise: Your Passport to Safer Travel*, a video of the same title;
- the Internet, books and magazines.

### 9.5 Staffing the visit

Staffing ratios for visits abroad are difficult to prescribe as they will vary according to the activity, the pupils' age and sex, the location, and the efficient use of resources. A minimum ratio of 1 adult to 10 pupils is a general rule of thumb but at least two of the adults should be teachers. There should be enough adults in the group to cover an emergency. **Mixed gender groups should have at least one male teacher and one female teacher.**

### 9.6 Preparing pupils for visits abroad

Factors to consider for visits abroad include:

- language - particularly common phrases;
- culture eg body language, rules and regulations of behaviour, dress codes, local customs, attitudes to gender etc;
- drugs, alcohol-usage;
- food and drink - group members should be warned of the dangers of drinking tap water in certain countries. In some countries it is safer to drink bottled water, and care needs to be taken with raw vegetables, salads and unpeeled fruit, raw shellfish, underdone meat or fish;
- money - how to carry money and valuables discreetly eg money belts, zip armllets. If larger amounts of money will be needed, it is advisable that the group Leader is responsible for setting up a banking system;
- how to use phones abroad, money required and the code for Portugal;
- what to do in an emergency. (**See Emergencies Procedures**).

### 9.7 Briefing meeting for parents

It is particularly important that parents are given the opportunity to meet the teachers and others who will be taking the pupils overseas.

### 9.8 Vaccinations

The group leader should find out whether vaccination is necessary and ensure that all members of the group have received it in good time. Check whether the country to be visited requires proof of vaccination. The Department of Health in the UK gives advice on vaccination requirements in their publication, *Health Advice to Travellers Anywhere in the World*.

### 9.9 Insurance

The group leader must check with Susana Kong to ensure that the group is covered by the school travel insurance. Details of the extent of cover provided by the School's insurers can be seen on Page 19. It is recommended that parents are made aware of this cover as they may choose to arrange their own cover. A copy of this must be presented to the group leader prior to departure.

### 9.10 Foreign legislation

The group leader needs to check relevant legislation, particularly on health and safety e.g. fire regulations, emergency medical procedures.



### 9.11 Language abilities

It is also advisable that pupils are provided with have a basic knowledge of the local language before the visit. They should carry with them a card that contains a few basic phrases that would be of use during an emergency or if lost.

### 9.12 Visas/passports

The group leader should ensure that all members of the group have valid passports and visas (if appropriate) in the early stages of planning the trip Under Portuguese law, all minors must have a Declaração signed by the parents if they are leaving the country under the supervision of someone other than themselves. The Declaração must be witnessed and signed by a lawyer. A copy of the Declaração can be found in the Schools Trips & Expeditions folder on 'Mail on Server'.

Photocopies of the group's passports should be taken for emergency use. Otherwise there can be problems if someone other than the designated leader has to accompany an injured pupil back to the UK.

### 9.13 Nationality

Pupils who are not nationals of any EU member state may need a visa to travel from Portugal to another member state. Such information may be obtained from the Portuguese Foreign Office.

Be aware that pupils other than EU nationals may require a separate passport and may need to use separate passport control channels from the rest of the group.

### 9.14 Emergency Medical Facilities

There are arrangements throughout the European Economic Area for the coordinating of the health care systems of the member states. Free or reduced-cost treatment may be available from state schemes. However, to obtain treatment you will need to take a European Health Insurance Card (EHIC) with you.

UK issue of these cards began September 2005 and the E111 form is no longer valid.

In Portugal, the European Card came into place from 1st March 2005. It has a defined period of validity (in principle, one year, although different periods of validity are allowed).

In Portugal you can obtain an EHIC at the Camara Municipal, free of charge.

You can apply for an EHIC for your spouse/ partner and any children up to the age of 16 (19 if they are in full-time education) at the same time as applying for your own.

Some insurance companies may require the policy holder to have an EHIC and your insurance may be affected if you do not have an EHIC.

In order to obtain the EHIC you will need to take the following:

- a form of photo ID e.g. passport.
- Health Insurance Card
- Residency card
- Your address

***On foreign trips it is advisable to take a contingency fund as sometimes treatment must be paid for in advance and money has to be claimed back later.***



## 9.15 Paperwork

The group leader should ensure that they obtain and take with them:

- travel tickets, passports and visas. It is also advisable to carry a separate list of the numbers of any travel documents/passports, and photocopies of all the group's documents in a sealed waterproof bag;
- a copy of the Declaraçãos;
- a copy of the contract with the centre/hotel etc, if appropriate;
- medical papers e.g. forms and significant medical histories;
- parental consent forms and permission for group leader to authorise emergency treatment on parental behalf;
- the phone numbers and addresses, at home and in school, of the head teacher, secondary school principal and of the school contact (see emergency procedures document);
- a copy of the school's emergency procedures;
- the names of parents and the addresses and telephone numbers at which they can be contacted (home and workplace);
- copies of a list of group members and their details;
- details of insurance arrangements and the company's telephone number;
- the name, address and telephone number of the group's accommodation;
- location of local hospital/medical services.

The group leader may wish to ask parents for passport size photographs of the pupils. It might be useful to have photographs of the adults in the group as well.

## 9.16 Information retained at the school

Full details of the visit should be retained at school while the visit is in progress. This should include: the itinerary and contact telephone number/address of the group;

- a list of group members and their details;
- contact names, addresses, telephone numbers of the parents and next of kin;
- copies of parental consent forms;
- copies of travel documents, insurance documents, medical papers;
- a copy of the contract with the centre/hotel etc, if appropriate;

It is the STC's responsibility to ensure this information is available at all times. This is particularly important if the visit takes place when the school is closed.

## 9.17 During the visit

It is advisable for pupils to carry a note in the relevant foreign language for use if they get lost, asking the reader to re-unite them with the group at the accommodation/meeting point, or to take them to the police station. They should also carry the group leader's name and the STC's contact's phone number. One or two local phrases should also be included.

All group members should carry an appropriate amount of foreign currency at all times eg money for telephone or taxi.

It is important to be able to identify group members readily eg uniform, brightly coloured backpack, cap or item of clothing, badges. However, no student should display their name clearly on their clothing.



## 9.18 Emergencies

The group leader must ensure that all members of the group know what action to take if there is a problem. The group leader and supervisors should know where the nearest relevant Embassy or Consulate is located and the telephone number. Depending on the age of the pupils, it may be appropriate to ensure that they have this information to hand.

Group leaders need to be aware that some diseases are more prevalent in some countries than in others and should know what action to take should a member of the group become infected.

Many of the health problems of pupils on longer visits are caused by lack of food, of liquid or of sleep. The group leader should take this into account at the planning stage and take measures to prevent these risks. If appropriate, parents should be asked to provide suitably factored sun protection creams and sun hats/glasses. Group members should be advised about the dangers of over-exertion in the heat and of dehydration, which can cause headache, dizziness and nausea. In warm climates it is important to keep fluid levels high, take extra salt and wear loose, lightweight clothing - preferably made of natural fibres.

## 9.19 Contacts at School

It is advisable to have a teacher/contact at home with a valid passport, who could go to the area being visited to provide support to the group in the event of an emergency.

## 9.20 Travel by air

Taking a school group on an aircraft requires careful planning and preparation. The airline/travel agent will be able to advise on particular requirements. The group leader should resist any attempt by the airline to split the group between different aircraft.

## 9.21 Exchange visits

The success of an exchange visit largely depends on good relationships and communications with the partner school. Individual school exchanges differ from other visits abroad in that pupils will spend most of their time with host families and are, therefore, not always under the direct supervision of school staff. Host families will not be subject to Portuguese or English law.

Pupils must be aware of the ground rules agreed between the group leader and the host family. Many of the considerations which apply to residential and day trips also apply here. In addition, the following should be ensured by the group leader:

- a good personal knowledge of the host school and counterpart;
- satisfactory 'pairing' arrangements. The partner school should tell the host families of any special, medical or dietary needs of their guests, age and gender;
- matches should be appropriate;
- parents, pupils and the host school should be clear about the arrangements for collecting and distributing pupils to families, and for transporting pupils throughout the visit;
- the Group Leader should retain a list of all the children involved and their family names and addresses;
- pupils living with host families should have easy access to their teachers, usually by telephone;
- parents should be made aware that their children living with host families will not always be under direct teacher-supervision.



## 9.22 Vetting host families

Exchange or home stay visits can be arranged through agencies, in which case the agency should have some responsibility for vetting the host families. Group leaders making their own arrangements need to be clear about procedures in the relevant country for vetting the suitability of host families including criminal background checks insofar as these are available.

***If the host school or placing agency does not have appropriate measures in place for carrying out checks to ensure the health, safety and welfare of exchange or home stay pupils, the group leader should seek further assurances and/or reconsider whether the visit should take place.***



## 10. EMERGENCY PROCEDURES FOR SCHOOL VISITS GUIDANCE NOTES FOR GROUP LEADERS

### 10.1 General

Emergency procedures are an essential part of planning a school visit.

Teachers in charge of pupils during a visit have a duty of care to make sure that the pupils are safe and healthy. They also have a duty to act as a reasonably prudent parent would. Teachers should not hesitate to act in an emergency and to take lifesaving action in an extreme situation.

Prior to the trip

- Brief the group (pupils and staff) on emergency procedures before they set off, including details of communications, so they are familiar with the procedures in the event of a serious accident or incident.
- All contact details, insurance documents, medical information should be given to the School Trips Coordinator before the trip departs.

In the event of a serious accident, the priorities are to:

- assess the situation;
- safeguard the uninjured members of the group;
- attend to the casualty;
- inform the emergency services and everyone who needs to know of the incident.

### 10.2 Who will take charge in an emergency?

**The group leader** would usually take charge in an emergency and would need to ensure that emergency procedures are in place and that alternative arrangements are made. The group leader should liaise with the representative of the tour operator (if one is being used) but remain the person who is in overall charge.

### 10.3 Pre-arranged school home contact.

The School Trips Coordinator is the main school contact for the group leader. The school contact's main responsibility is to link the group with the school, the Headmaster/Secondary Principal and the parents and to provide assistance as necessary.

The named person should have all the necessary information about the visit.

### 10.4 Emergency procedures framework

All those involved in the school trip, including supervisors, pupils and their parents, should be informed of who will take charge in an emergency, the named back up cover and what they are expected to do in an emergency.

### 10.5 Emergency procedures framework during the visit

If an emergency occurs on a school visit 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 for them;
  - ensure that all group members who need to know are aware of the incident and that all group members are following the emergency procedures;
  - ensure that a teacher accompanies casualties to hospital and that the rest of the group are adequately supervised at all times and kept together;
  - notify the police if necessary;
  - notify the relevant Embassy/Consulate if an emergency occurs abroad;
- inform the school contact. The school contact number should be accessible at all times during the visit (see below);



- 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); telephone number you are calling from, which local emergency services have been involved;*
- notify insurers, especially if medical assistance is required (this may be done by the school contact);
- notify the provider/tour operator (this may be done by the school contact);
- ascertain telephone numbers for future calls.
- write down accurately and as soon as possible all relevant facts and witness details and preserve any vital evidence (e.g. equipment involved);
- 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. Media enquiries should be referred to a designated media contact within the emergency services, tour operator (where applicable) and school;
- **no-one** in the group should discuss legal liability with other parties.

### 10.6 Emergency procedures framework for school base

Prior to the visit, the name and telephone number(s) of the school contact(s) should be identified. It is advisable to arrange a second school contact as a reserve. The school contact(s) and group leader should bear in mind that the contact lines may become busy in the event of an incident and that alternative numbers to ring would be useful. **See below for list of appropriate telephone numbers.**

Please note that contact should only be made in the event of an emergency.

The main factors for the school contact to consider include:

- ensuring that the group leader is in control of the emergency and establishing if any assistance is required from the school base;
- contacting parents. Details of parents' contact numbers need to be available within school (with the STC) at all times while the group is on the visit. The school contact should act as a link between the group and parents. Parents should be kept as well informed as possible at all stages of the emergency;
- the school contact should arrange for the group to receive assistance, if necessary.

### 10.7 Media contact

The media contact (normally the Headmaster or a Governor) should liaise with the school contact, the group leader and, where appropriate, the emergency services. In the event of an emergency all media enquiries should be referred to the media contact. The name of any casualty should **not** be given to the media.

### 10.8 After a serious incident

It is not always possible to assess whether group members not injured or directly involved in the incident have been traumatised or whether other pupils or staff in the school have been affected. In some cases reactions do not surface immediately. Schools in this situation have sometimes found it helpful to contact local community support services and to seek professional advice on how to help individuals and the school as a whole cope with the effects of a tragedy.



## 12. FORMS

The forms contained in this folder have been taken from various sources but adapted to the unique nature of St. Julian's School.

### List of forms:

School trips proposal form –Day visit	35-36
School trips proposal form –Residential visit	37-38
Parental consent form – Day visit	39
Parental consent form – Residential and overseas trips	40-41
Declaração (for overseas visits only)	42
School day trips request form	43
Pack lunch request form	44

### School contact telephone numbers:

St Julian's School (Daytime only)	214585300	Fax: 214585313
Tom Rains (School Trips Coordinator)	913817355	
David Smith (Headmaster)	913125970	
Nick Connolly (Secondary Principal)	214832725 (Hm), 913125971 (mobile)	
School nurse	913125978	

School Mobile 913219147

The International dialing code for Portugal is 00 351



## School Trip Proposal Form – Day Visits

The group leader should complete this form and submit to the School Trips Coordinator (STC) by the end of the half term prior to the term in which the trip is to take place. Upon approval, the STC should be informed of any subsequent changes in planning, organisation, staffing. If required, the STC will seek approval from the Secondary School Principal before authorising the visit.

**Proposed trip/visit:**

**Group Leader:**

**Year Group/Age:**

**Estimated number of students:**

**Proposed Adult to pupil ratio:**

**Purpose of the visit and specific educational objectives:**

**Date of visit:**

**Time of Departure:**

**Time of Return:**

**Transport arrangements:**

**Organising company/agency (if any):**

Name:

Tel:

Address:

**Outline of the group leader's existing knowledge of venue(s)/activities:**

If no reconnaissance visit is proposed, how else will details of the venue be obtained?



Proposed cost (per pupil) and financial arrangements:

Proposed insurance arrangements:

Details of the programme of activities:

Details of any hazardous activity and the associated planning, organisation and staffing:

Names, relevant experience, qualifications and specific responsibilities of the staff accompanying the party:

**Signed:** (Group Leader) **Date:**

.....

***Approval for planning to proceed***

I have studied this proposal and accept that it is congruent with the educational objectives of the school. Subject to any points noted above, the group leader is authorised to proceed with the planning of the visit in accordance to the guidance set out in the school's Staff Handbook. **Next Step:** The following risk assessments should be submitted to the STC no late than..... .

Risk assessment(s):

Signed: (School Trips Coordinator) Date:

This copy to be retained by the School Trips Coordinator and a copy to be given to the group leader.



### **School Trip Proposal Form – Residential**

The group leader should complete this form and submit to the School Trips Coordinator (STC) by the end of May prior to the year in which the trip is to take place. Upon approval, the STC should be informed of any subsequent changes in planning, organisation, staffing. If required, the STC will seek approval from the Secondary School Principal before authorising the visit.

*Note: Not all sections will be relevant to every proposed visit*

**Proposed trip/visit:**

**Group Leader:**

**Year Group/Age:**

**Estimated number of students:**

**Proposed Adult to pupil ratio:**

**Purpose of the visit and specific educational objectives:**

**Date of departure.**

**Date of return:**

**Transport arrangements (mode(s), name of company, flight details):**

**Organising company/agency (if any):**

**Name:**

**Tel:**

**Licence number (if registered):**

**Accommodation to be used:**

**Name:**

**Telephone number:**

**Address:**

**Contact name:**

**Outline of the group leader's existing knowledge of venue(s)/activities:**

If no reconnaissance visit is proposed, how else will details of the venue be obtained?



Proposed cost (per pupil) and financial arrangements:

Proposed insurance and medical arrangements for all members of the party:

Details of the programme of activities:

Details of any hazardous activity and the associated planning, organisation and staffing:

Names, relevant experience, qualifications and specific responsibilities of the staff accompanying the party:

**Signed:** (Group Leader) **Date:**

.....

***Approval for planning to proceed***

I have studied this proposal and accept that it is congruent with the educational objectives of the school. Subject to any points noted above, the group leader is authorised to proceed with the planning of the visit in accordance to the guidance set out in the school's Staff Handbook. **Next Step:** The following risk assessments should be submitted to the STC no late than.....

Risk assessment(s):

Signed: (School Trips Coordinator) Date:

*This copy to be retained by the School Trips Coordinator and copy to be given to the Group Leader.*



### Parental consent form - day visits

**Name of student (please print):**

**Name of trip/visit:**

**Date of visit:**

**Teacher in charge:**

**Medical information about your child**

Any current conditions requiring medical treatment, including medication, allergies etc?  
If **YES**, please give brief details.

**YES/NO**

**Any additional information (e.g. travel sickness etc):**

**Current contact details**

Contact Name:

Telephone number:

**Alternative emergency contact**

Contact Name:

Telephone number:

I accept the school's offer to take my son/daughter on the above visit and agree to my child participating in all or any of the activities. I acknowledge the need for him/her to behave responsibly at all times. I understand that staff will take due and reasonable care of my child. However, I accept that there may be periods during the visit when close supervision of my child may not be possible but that there will never be less than two students in a group when not in the company of a teacher or assistant. (An adult will always be available in the above circumstances in a clearly communicated location and instructions will be given by the teacher in charge on how and when contact should be made).

I will not hold the School, or staff, responsible for any injury to or loss of personal effects or money incurred by my child during such visits where reasonable steps have been taken to safeguard such loss or personal injury.

I agree to authorise members of staff during the course of the visit to approve such medical treatment for my son as is deemed necessary in an emergency.

Any medical condition from which my child suffers has been clearly indicated on the form and any special medical treatment or medication needed has been stated. I undertake to inform the organiser of any medical condition which may ensue in the period between the return of this form and the departure date.

I have read, understood and fully accept all of the conditions stated above.

**Please note that without this signed consent form your son/daughter will be unable to participate on the visit.**

**Signed:**

**(Parent/Guardian)**

Please note the date that this consent form should be returned to the school by, as indicated on the accompanying letter.

**Staff: This return slip or a copy must be taken by the group leader on the visit.**



**Parental consent - residential or overseas school visit**

To be completed by a parent or guardian prior to any residential or overseas school trip. Please note that without this signed consent form your son/daughter will be unable to participate in the school trip.

**Name of student (please print):**

Name of trip/visit:

Date of visit:

Teacher in charge:

**Medical information about your child**

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

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

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c. Does your child have any allergies or are they allergic to any medication? **YES/NO**  
If YES, please specify:

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d. Does your child suffer from any night-time episodes, such as sleepwalking or severe nightmares? **YES/NO**  
If YES, please specify:

---

---

e. Any additional information:

---

---



**Contact details**

Father's mobile telephone number:

Home Tel:

Mother's mobile telephone number:

Home Tel:

**Alternative emergency contact**

Name:

Telephone number:

Name of family doctor:

Telephone number:

-----  
I accept the school's offer to take my son/daughter on the above visit. I understand that staff will take due and reasonable care of my child. However, I accept that there may be periods during the visit when close supervision of my child may not be possible but that there will never be less than two students in a group when not in the company of a teacher or assistant. (An adult will always be available in the above circumstances in a clearly communicated location and instructions will be given by the teacher in charge on how and when contact should be made.

I will not hold the School, or staff, responsible for any injury to or loss of personal effects or money incurred by my child during such visits where reasonable steps have been taken to safeguard such loss or personal injury.

I agree to authorise members of staff during the course of the visit to approve such medical treatment for my child as is deemed necessary in an emergency.

Any medical condition from which my child suffers has been clearly indicated on the form and any special medical treatment or medication needed has been stated. I undertake to inform the organiser of any medical condition which may ensue in the period between the return of this form and the departure date.

I am familiar with the details of the visit as stated in the accompanying letter and agree to my child participating in all or any of the activities and I acknowledge the need for him/her to behave responsibly at all times.

I have read, understood and fully accept all of the conditions stated above.

**Signed:**

**(Parent/Guardian)**

**Date:**

Please note the date that this consent form should be returned to the school by, as indicated on the accompanying letter.

***Staff: This form or a copy must be taken by the group leader on the visit***



## Declaração

Eu, : .....

Portador/a do passaporte numero : .....

Emitido por : .....

Autorizo meu filho/ minha filha .....

Portadora do passaporte numero : .....

Emitido por : .....

A deslocar-se integrada num grupo de St. Julian's School, durante o presente ano lectivo ( de Outubro 200... a Setembro 200... inclusivo)

O grupo será acompanhado por professores Escola St. Julian's, Carcavelos

Assinatura(s) : .....

.....

Data : .....

Notas:

1. Assinatura reconhecida notarialmente ou por advogado.
2. Pais casados: duas assinaturas.
3. Pais divorciados: duas assinaturas.
4. Anexar fotocópia do Bilhete de Identidade/passaporte de ambos os pais.



ST. JULIAN'S SCHOOL

### SCHOOL DAY TRIPS REQUEST FORM

NAME OF VISIT ORGANISER:.....

SECTION/CLASS: .....

PURPOSE OF VISIT: .....

DESTINATION: .....

NUMBER OF PUPILS + STAFF : .....

DEPART ST. JULIAN'S (outward trip): DATE: ..... / ..... / ..... TIME: .....

ARRIVE ST. JULIAN'S (return trip): DATE: ..... / ..... / ..... TIME: .....

#### BUDGET TO BE DEBITED:

**A. Department:** .....

Signature of authorised Budget Holder: ..... Date: \_\_\_ / \_\_\_ / \_\_\_

**OR**

#### B. School Visit Budget (Acct. N° 80 040):

PRIMARY

SECONDARY

SECÇÃO PORTUGUESA

Signed: ..... Date: ..... / ..... / .....  
Section Principal

Processed: ..... Date: ..... / ..... / .....  
Susana Kong, Purchasing Manager

Purchase Order N°.: ..... Supplier..... Price: .....  
Ref: CIS.Self Study.Section. Resources. F6 a) Packed lunch service



Ref: Form Bank. Pack lunches

### PACKED LUNCHES

Requests for packed lunches for school field trips must be made in writing, directly to the catering manager and with at least **three day's notice**. Please complete the form below and return to the catering manager.

The following essential information is required:

1. Date and time of departure
2. Number of hot lunch students and staff on the field trip
3. Name of teacher in charge of the field trip
4. Packed lunch selection requested (see table below)

### PACKED LUNCH REQUISITION FORM

DATE OF REQUEST Data do Pedido	DATE OF FIELD TRIP Data de Excursão	TEACHER i/c Prof. Encarregado	Nº LUNCHES Nº Almoços	DEPT Secção	RECEIVED Data/hora de Entrega	SIGNED / Assinatura

### PACKED LUNCH – CHOICE OF MEAL

The teacher in charge of the field trip may request any packed lunch from the list below. Please note that the selection made will be for ALL participants on the trip.

DRINK/BEBIDA Select two	TICK	FRUIT (select one)	TICK	SNACK select four	TICK * A,B,or C
WATER		BANANA		* SANDWICH – CHEESE (queijo)	
FRUIT JUICE		APPLE		* SANDWICH – HAM (fiambre)	
DRINKING CHOCOLATE				* SANDWICH – smoked sausage (chouriço)	
				* SANDWICH – roast meat (carne assada)	
				* SANDWICH – chicken (frango desfiado)	
				PIE – chicken (empada de frango)	
				PASTRY ROLL – ham & cheese (merenda mista)	
				CAKE (queque)	
				PACKET POTATO CRISPS (batata frita)	
				PACKET 4 BISCUITS “MARIA” (bolachas)	
				PACKET 4 BISCUITS “BELGAS” (bolachas)	
				YOGHURT (iogurte sólido)	
				CHOCOLATE SNACK	

**TICK \*:** Sandwiches may be **A:** bread roll (carcaça) or **B:** grain bread roll (bola de mistura) or **C:** sliced bread (pão de forma)

Ref: Catering.pack lunches

### PACKED LUNCHES

Requests for packed lunches for school field trips must be made in writing, directly to the catering manager and with at least two day's notice. The following essential information is required:

1. Date and time of departure
2. Number of hot lunch students and staff on the field trip
3. Name of teacher in charge of the field trip