



2015.07.27.CPP School trips and outings procedure

1. Introduction

- Guidelines for school trips organized by the European Schools were approved by the Board of Governors 27- 28 of April 1999.
- Guidelines for school outings and trips organized by the nursery and primary departments of European schools were approved by the Board of Governors 22-23 of May 2002.

2. Organization of school outings – 1 day

- All proposed outings must be approved by the deputy director in writing (Annex 1).
- If required: the booking of the coach is possible through OAD (telephone: 023-5551860) or BAK Reizen Touringcarbedrijf (telephone: 072-5122099) or another bus company.
- The teacher pupil ratio must be at least 1:10 (1:8 for activities such as ice skating and swimming) in primary and 1:15 in secondary. A minimum of two adults must accompany a group. A list of helpers must be approved by the deputy director.
- At least one week in advance information should be sent to the parents in writing about the visit: date, times, cost, etc. and a permission slip with a signature, or an email to confirm.
- A completed class trip form shall be passed to the Deputy Director at least one week in advance with a copy of the parents' letter. It is needed because many people have to be informed and cover arranged. If you wish to organise a trip at very short notice you should speak to the deputy director, and also consider the liability situation.
- A copy of the class trip form shall be put on the notice board in the staff room after it has been signed.
- Primary teachers will swap any duties they may have on the day.
- In nursery and primary the completed permission slips must be left with the deputy director. Any pupil who does not return a slip must remain at school.
- The outing organizer shall take the first aid kit with him/her
- The pupils do not use the front seats of the bus except if they have safety belts.
- If there was a problem the outing organizer shall make a report after return.
- The teachers collect the money and pay all the costs.

3. Organisation of school trips - residential

3.1. Planning, information and communication

- All proposed trips must be discussed in the relevant Education Council and approved by the deputy director in writing.
- The trip leader in the secondary should inform colleagues by mail to secondary@esbergen.org about the trip and the pupils involved. The trip leader also needs to complete the form. The form should go first to the deputy director. A copy of the form should go on the notice board in the staff room (Annex 1).
- Copies of all letters sent to parents should be given to the deputy director and the director's secretary.
- All the relevant forms (Annex 1) should be given to the deputy director first. After the forms have been signed by the appropriate management personnel, they will be displayed on the notice-board in the staff-room
- Parental consent and information forms must be completed for each student. Teachers should ensure that they fully understand any serious or unusual medical problems mentioned by the parents. Accompanying teachers must have a list of group members and their medical information at all times during the trip (Annex 2).
- The trip leader must ensure that parents and guardians are fully informed about school trip. Parents/students should be briefed about the trip well in advance. A meeting should be offered to

parents and pupils to discuss details of the programme and the behaviour code (Annex 3).

3.2. Participating staff, pupils and their insurance

- Where there are students of both sexes on a residential trip, there should be at least one accompanying teacher of each sex. With the agreement of the deputy director, it may be possible to ignore this rule if a residential centre has supervisory staff of the required sex.
- There should be an adequate teacher/student ratio. The exact ratio will depend on the nature of the trip and the activities to be undertaken and must be agreed upon by the trip leader and the deputy director. The ratio is normally 1: 10 in nursery and primary and 1:15 in secondary. There must be a minimum of two adults accompanying a group. Depending on the trip the organizers should discuss the needs for staffing with the deputy director and agree upon the best solution without causing too much disruption for classes which remain in the school.
- Prior to the trip, one teacher must be found who will act as a replacement should the need arise.
- Teachers may use their own vehicles for pupils' travel and they are insured.
- The school's insurance covers trips in general. It is advisable to arrange an additional insurance, especially on foreign trips.
- Parents and students are not allowed to use their own cars or scooters for any school trips because they are not covered by the schools' insurance.

4. Safety measures (Annexes 1-5: all, 6-9: primary only)

- The trip leader should carry out a risk assessment before finalising details of the trip and produce a written document (Annexes 4 and 5).
- A pre-visit to the area should be carried out if possible and if necessary. This is particularly important if a new location is being visited (Annex 6).
- Following discussion with the school nurse, an adequate number of first aid kits should be taken on the trip. These are available from the school nurse.
- An appropriate system of student supervision should be drawn up by the trip leader. Teachers may be assisted by other responsible adults such as parents, but they must be made fully aware by the trip leader of the nature and extent of their responsibilities. The trip leader must ensure that instructors in potentially hazardous sporting and adventure activities are adequately qualified and experienced.
- Upon arrival, the trip leader should contact the school by email, text message or other means to let the school know about the safe arrival of the group.
- Everyone should be made fully aware of the fire/emergency procedures at the hotel/ residential centre as soon as possible after arrival.
- The trip leader and accompanying teachers should be clear about the emergency procedure to be used if there is a serious problem on the trip (Annex 7).
- In the secondary there must be a code of conduct based on the House Rules of the school which are adapted for the specific trip by the trip leader and communicated to the parents and pupils.
- For the code of conduct in the nursery and primary see Annex 8
- Any additional specific points should be distributed to students and parents before the trip. These might include rules on smoking and alcohol, length and use of free time, etc.
- It should be made clear that participation on the trip is dependent on acceptance of this code of conduct. Time should be made available during the trip to discuss any problems/issues that arise.
- If the trip leader considers that the nature of an incident requires a student to be sent home they must ensure that the school and the parents/guardians have been informed beforehand; arrangements are made for a suitable adult to accompany the student as necessary and all costs shall be covered by the parents.
- After the trip a presentation should be made to the school (notice board displays, reports, website information etc). An evaluation of the P5 trip needs to be completed by all participating teachers (Annex 9).

3.5 Payment Procedures

Section needs to be completed on the procedure for paying for trips

PROPOSAL FORM FOR SCHOOL TRIP OR OUTING

Date(s) of the trip	Destination, and phone number
Time and place of departure	Time and place of return
Name of trip leader	Mobile phone number
Names of accompanying teachers or other adults	Mobile phone numbers of accompanying teachers or other adults
Number of pupils.	Class(es) taking part
Total costs	Cost per pupil
Is it necessary to arrange additional travel insurance?	YES NO
Aim of school trip	
Subjects involved	
Means of transportation, with details of flight numbers etc.	

Trip leader _____

DATE _____

Deputy director _____

DATE _____

Director _____

DATE _____

To be attached: a) The programme of the school trip, b) A list of the students, c) A risk assessment, d) Name and telephone number of the hotel/hostel if applicable

SCHOOL TRIP INFORMATION AND CONSENT FORM

Trip: _____ Dates: _____

Name of student: _____ Class: _____

Home address: _____

Home telephone number: _____ (please include area code)

Contact telephone numbers in the event of an emergency

Work numbers: _____

Mobile numbers: _____

Email address: _____

Friend/relative: _____ (name and tel.)

Doctor's name: _____ Tel.: _____

Medical information

Give details of any medical condition or problem which may affect your child during the trip such as asthma, hay fever, diabetes, allergies to food or medicine etc. Please also give details of any medication being taken (including when it is to be taken)

Date of last anti-tetanus vaccination: _____

Special information (allergies etc.): _____

Dietary information

Does your child require a special diet (e.g. vegetarian)? _____

Consent

- 1) I give permission for my son/daughter to participate in this trip.
- 2) If I cannot be contacted to give specific information beforehand, I agree that in an emergency, medical and dental treatment may be given to my child, including the administration of a general anaesthetic and surgical operations in accordance with the recommendation of a qualified medical practitioner.
- 3) I undertake, should the organisation of the trip require it, to be responsible for the safe conduct of my child to the agreed point of departure and for his/her return to home from the pre-arranged setting-down point at the end of the trip.
- 4) I agree that my son/daughter must observe the Code of Conduct laid down by the trip leader. I am aware that serious misbehaviour could result in my son/daughter being sent home, and that I will be responsible for all costs resulting from such a decision.

Parent/Guardian: _____

Date: _____

CHECKLIST OF INFORMATION FOR PARENTS AND GUARDIANS ABOUT SCHOOL TRIP

The list below gives the information which should be given in writing to parents/guardians before any school trip.

1. Dates.
2. Times of departure and return (and flight details if relevant).
3. Method of travel including name of the travel company, if any.
4. Destination, with full address and contact numbers (telephone/fax/e-mail).
5. Emergency contact arrangements (e.g. if students are not all at one centre).
6. Names of trip leader and accompanying staff.
7. Names and status (e.g. parent) of other accompanying adults who will exercise some responsibility during the trip.
8. Broad aim of trip and details of activities planned. Any activity involving special hazards must be clearly specified.
9. Cost, and what it does and does not include.
10. Method of payment and cancellation arrangements.
11. Advice on pocket money.
12. Insurance cover. State that a copy of the school's policy may be obtained from the trip leader if required.
13. Personal items to be taken (clothing etc.).
14. Prohibited items.
15. Code of Conduct.

RISK ASSESMENT CHECKLIST

After an accident or serious incident the school would need to be able to show that the risk assessment was suitable and sufficient.

1. What are hazards and risks?

- A hazard is something with the potential to do harm.
- A risk is the likelihood of that potential being realised.

2. What is risk assessment?

- Identifying hazards
- Thinking about and measuring the risks
- Taking action.

3. How to perform a risk assessment

- Identify the hazards and if any particular groups may be affected
- Evaluate the risks and assess whether they are adequately controlled
- Identify any improvements needed and implement them
- Make a record of your risk assessment

4. Identify the hazards

- Look for significant hazards
- Involve other teachers/responsible adults in the discussion
- Make sure you understand the legal situation
- Identify any groups particularly at risk (students, teachers, members of the public)

5. Evaluate what has been already done to limit the risk

- Consider what has already been done to limit the risk
- Decide whether the risk is low, medium or high
- Change the programme if necessary

6. Identify whether any further action is necessary

- Could more be done to reduce the risk?
- Can you eliminate the hazards?
- Can clearer procedures and higher safety standards be implemented?

7. Action and review

- The risk assessment must be submitted to Mr Lewis, who must approve and sign it
- The risk assessment should be kept under review before the trip as changes may become necessary
- Your assessment must be reviewed before carrying out the activity again

RISK ASSESSMENT FORM

ACTIVITY AND LOCATION: _____

DATES: _____ STAFF NUMBERS: MALE _____ FEMALE _____

NUMBER OF STUDENTS TAKING PART:
TOTAL: _____ MALE: _____ FEMALE : _____ CLASSES INVOLVED: _____

NAME OF TEACHER IN CHARGE: _____

SIGNATURE: _____

DEPUTY DIRECTOR: _____

SIGNATURE: _____

ACTIVITIES AND HAZARDS

List activities and parts of the programme which could cause problems.
Make a note if particular groups of people may be affected.
Try to put the most important ones first

List activities and hazards:

WHAT HAS ALREADY BEEN DONE TO LIMIT THE RISKS?

For example, have you provided:

- adequate information
- appropriate training
- arrangements for bad weather
- reporting procedures?

List existing controls:

WHAT FURTHER ACTION IS NECESSARY?

What more can reasonably be done for those risks which are not adequately controlled? For example, can you prevent or reduce access to hazard?

Action to be taken:

CHECKLIST OF PRE-VISIT TO RESIDENTIAL CENTRE FOR P5 TRIP

1. Security

- Fire exits
- Night locked doors
- Infirmary
- Nurse on site
- Local doctor
- Is there a brochure about the centre?
- Is there someone from the centre permanently on call?

2. Pedagogy

- Choice of activities
- Presence of monitors/guides
- Educational booklet during or after the trip
- Worksheets prior to visit
- Equipment or materials to take away

3. Life

- Price of trip – what is and is not included?
- Allocation of rooms / number of children per room
- Number of adults on each floor
- Hygiene (WC, showers)
- Meals (example of menus, snacks)
- Timetables
- General comfort
- Do teachers have individual bedrooms?

ADVICE TO THE TRIP LEADER IN ALL EMERGENCIES

The following notes are for guidance, and the actions listed may not be appropriate in all emergencies.

1. Find out the nature and extent of the emergency.
2. If qualified, give first aid and attend to the casualty (-ies).
3. Make sure that all other group members are accounted for, are safe from danger and are well looked after.
4. Call the emergency services as required. An adult from the party should accompany any casualties to hospital.
5. Collect the remainder of the group and arrange for their return to base (hotel, hostel etc).
6. Arrange for one adult to remain at the incident site to assist or liaise with emergency services if required.
7. Contact base (hotel, hostel etc)
8. Contact School (the deputy director or secretaries) and give the following information:
 - name of the person who is in the contact with a school
 - nature, date and time of incident
 - location of incident
 - details of injuries
 - names and telephone numbers (if necessary) of individuals involved
 - action taken so far
 - telephone numbers for future contact
9. The deputy director will identify action required
10. The deputy director will arrange to contact parents/guardians of those involved as quickly as possible. For a major incident the director should contact the parents of all party members. The deputy director should also act as a link between the group involved in the incident and any other individuals or bodies (e.g. the press/Parents' Association etc)
11. The trip leader and appropriate teachers should write down all relevant details while they are still fresh in their memories. A record should be kept of the names and addresses of any witnesses.
12. Use of telephones should be restricted until the trip leader has informed the deputy director and there has been sufficient time for them to contact those directly involved.
13. Legal liability should not be discussed or admitted.
14. Requests from the media (for interviews etc) should be directed to the deputy director.
15. Relevant accident forms should be completed and insurers contacted.

CODE OF GOOD CONDUCT FOR P5 SCHOOL TRIPS

My name and my class: _____

My teacher during the trip: _____

School year: _____

Trip to: _____

We go on school trips to live, learn and play together in a different environment. Since you will be away from school and home, your behaviour must be excellent since every one's safety depends on it. For every one to be comfortable and happy, you need to follow these rules of good behaviour:

The bus / train trip:

- I get on and off the bus only when adults ask me to;
- I am polite to the driver;
- I stay on my seat and do not obstruct the gangways;
- I always wear my seatbelt;
- I eat and drink when I am allowed to and I leave my seat clean;
- When I get off, I check I have not left anything behind;
- While waiting, I always stay with my group.

The life at the centre/hotel and the activities:

- I always stay with my group;
- I take care of myself and others and I respect the environment;
- I stay calm in the buildings, not rushing around;
- I respect the rules and I am polite;
- I do not bring useless or dangerous things;
- I must take extra care when I am out of the centre/hotel.

The meals:

- I wash my hands before eating;
- I take reasonable helpings and finish my meal;
- I sit quietly and do not disturb my neighbours;
- I am polite and leave my place tidy.

I agree to follow the code of good conduct.

I know that an adult could come to collect me if I show myself to be irresponsible or dangerous.

Signature of the pupil:

Signature of the parents:

ASSESSMENT OF P5 SCHOOL TRIP

Year group: _____

Trip to: _____

Evaluation range: I = Insufficient, C = Correct, VG = Very good

	I	C	VG
1. Transport			
• methods of transport used:	0	0	0
• respect of timing	0	0	0
• attitude to group (kindness, friendliness)	0	0	0
• respect for speed limits	0	0	0
2. The Residence Centre			
• welcome	0	0	0
• quality of bedrooms	0	0	0
• quality of sanitary facilities	0	0	0
• quality of meals	0	0	0
• quantity of meals	0	0	0
• nutritional balance	0	0	0
• general cleanliness	0	0	0
• attitude to group (kindness, friendliness)	0	0	0
• have you been given all services in original contract?	0	0	0
• was there someone from the centre on call at all times?	0	0	0
3. The activities			
• security of the equipment	0	0	0
• equipment on offer	0	0	0
• friendly approach of monitors / guides	0	0	0
• quality of the activities	0	0	0
• teaching support	0	0	0
• were the activities as planned?	0	0	0
• was the number of activities well planned?	0	0	0
• was the timetable well chosen?	0	0	0
• was the consultation amongst teachers good:	0	0	0
4. CONCLUSION			
To be advised for next year?	YES / NO		

With the following adjustments
