



GEMS Winchester School Dubai



Educational Visits Policy (Whole School)

Person(s) Responsible: Executive Leadership Team

Approved by ELT: May 2023

Date of Next Review: June 2024

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1. Purpose

At GEMS Winchester School, we believe that off-campus educational trips are crucial to the education of our students and they offer invaluable experience in all year groups across our curriculum. Visits aid in the development of a student's enquiring abilities, and extended visits in particular foster greater independence. For the sake of our students' enrichment and education, we offer a wide variety of visits.

Visits may fall into the following categories:

- Regular Visits: These take place on a regular basis, such as weekly sporting events.
- Local Visits: Outings that take place in the neighbourhood, with a risk comparable to what students would encounter on a daily basis.
- Residential Visits: Outings where the students remain overnight, away from their regular lodging.

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2. Aims

Through this policy, we aim to:

- Ensure that pupils stay safe and healthy on school visits
- Ensure that trips are planned appropriately with the pupils' best interests at heart
- Ensure all stakeholders understand their responsibility to guarantee the success of trips
- Give guidelines to manage situations that could arise on trips

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3. Procedures

3.1 Consent for Visits

It is the trip-leader's responsibility to ensure consent has been granted for every child taking part in an educational visit prior to leaving the school premises. This is collected from parents by completion of an online consent form attached to the circular notifying about all trips.

3.2 Roles and Responsibilities

The Role of the Local Advisory Board is to:

- Ensure that thorough risk assessments are being carried out for visits.
- Ensure that appropriate safety measures are in place.
- Review the policy annually to ensure the information is up to date.

The role of the Principal/ Vice-Principal/Head of School is to:

- Ensure adequate support is provided to all staff conducting educational visits.
- Be available in the case of an emergency.

The role of the Head of Schools/MSO is to:

- Ensure the risk assessment has been completed and appropriate safety measures are in place including:
 - Adequate first aid provision is available
 - Arrangements have been made for the medical and special educational needs of all pupils.
 - Adequate child protection measures are in place.
 - Appropriate pupil-to-adult ratio.
 - Adequate leadership (The trip-leader must be adequately competent and familiar with the visit).
- Ensure all staff are trained competently in conducting a visit.
- Approve trips taking place.
- Trip-leaders to ensure the visit has been carefully planned.
- Provide advice and guidance where needed.
- Actively source new locations for educational visits.

The Role of the Trip-leader

One teacher (the trip-leader) should have overall responsibility for the supervision and conduct of pupils during the visit this includes the health and safety of the group at all times. The trip leader is the Head of Department / Head of Year/ Assistant Principal/Head of Section who has proposed this trip.

Their role is to:

- Obtain prior approval of the date and venue from the respective Head of Sections.
- Follow guidelines in both this policy and risk assessments.
- Undertake and complete a risk assessment: this could include conducting a pre-visit of the location; this includes ratios, first aid, child protection, and contingency plans.
- Ensure every parent has filled out the consent form.
- Ensure all teachers, supervisors, parents, and pupils are fully briefed on the visit prior to leaving the school.
- Ensure the trip-leader, group supervisors, and nominated school contact have the names of all the adults and pupils traveling in the group, contact details of the parents, the teachers and the other supervisors' next of kin.
- Complete an evaluation of the trip.
- Communicate with the medical team for any possible medical high-risk students on the roll.

The role of other teachers (including LSAs and TAs) on visits is to:

- Follow the instructions of the trip-leader and help with control and discipline.
- Consider stopping the visit or the activity, notifying the trip-leader if they think the risk to the health or safety of the pupils under their management is unacceptable.

The role of support staff, parents and careers acting as supervisors is to:

- Ensure the health and safety of everyone in the group.
- Follow the instructions given by the trip-leader/ school staff.
- Speak to the trip-leader/school staff if concerned at any point during the visit.

The responsibility of the pupils is to:

- Follow instructions from the trip-leader, school staff, and supervisors including those at the venue of the visit.
- Dress in school uniform (unless directed otherwise).
- Behave in a sensible and responsible manner.
- Avoid unnecessary risks: look out for anything that may hurt or threaten the group and communicate this to the trip-leader/ supervisor.

The role of the parent is to:

- Provide the trip-leader with emergency contact details.
- Sign the consent form (one-off or repeated).
- Communicate information to the trip-leader regarding their children's emotional, psychological, and physical health.

3.3 Behaviour

Any students whose conduct can be seen as a risk to either themselves or the group may not be allowed to go on the excursion. Wherever possible, the educational objectives of the visit for these students should be met in other ways. Parents ought to have the information necessary to decide whether or not their child should accompany them on the trip. If a youngster misses a visit, they should still go to school. The trip-leader is responsible for making sure that parents receive adequate written information and are invited to any briefings. The trip-leader should also explain to parents how they may assist their children be ready for the excursion by, for instance, reiterating the school's expectations for behaviour.

The school has the authority to stop any child from taking part in a school trip or visit if it believes the child to be a health and safety risk. A child may also be withdrawn from a trip at any point if there are behavioural issues that are considered to be a health and safety risk. Trips are open to all students who meet and exceed the School's expectations with regard to behaviour, attendance, punctuality and attitude to staff and students.

3.4 Planning

Whether the visit is to a local park, museum, or theme park, or includes a residential stay, it is essential that formal planning takes place. This involves considering the dangers and difficulties which may arise and making plans to reduce them. The planning of a trip is the responsibility of the trip-leader but must be signed off by the Head of the Section.

Planning a trip involves several stages and these are outlined with timings below:

1. At least 4 weeks before the trip- speak to the Head of section and check the availability of dates.
2. Once approved the trip-leader arranges for the venue and travel to be booked. The MSO should be notified to support with this.
3. At least 3 weeks before the visit- Trip-leader to conduct a pre-visit (If possible) and complete the Risk Assessment form along with the MSO.
4. At least ten days before- Parent letters to be sent out and consent obtained for children without one-off consent.
5. On the day- brief all staff on risk assessment and ensure all emergency details are shared.
6. One week after the trip-complete an evaluation of the Educational Visit.

Risk Assessment

The purpose of a risk assessment is to formally assess the risks that pupils and teachers might be met with on a visit and to put measures in place to ensure that staff, pupils, and volunteers are not placed in situations that expose them to an unacceptable level of risk. Safety must always be the prime consideration. If the risks cannot be contained then the visit must not take place.

An assessment should be completed by the Trip-leader well before the visit and should be approved by the Head of Section/MSO. It is based upon the following considerations:

- What are the hazards?
- Who might be affected by them?
- What safety measures need to be in place to reduce risks to an acceptable level?
- Can the Trip-leader put the safety measures in place?
- What steps will be taken in an emergency?

The risks recorded in the assessment are only those that are outside of the risks the pupils come across in everyday life, such as slips.

The person carrying out the risk assessment should record it and give copies to all teachers/supervisors on the visit, with details of the measures they should take to avoid or reduce the risks. As well as this, a copy should be filed by the MSO.

Frequent visits to local venues such as sports venues may not need a risk assessment every time. Nevertheless, it is essential not to become complacent.

Whilst a risk assessment can allow trip-leaders to be equipped with prior knowledge it is essential that they and other supervisors monitor the risks throughout the visit and take appropriate action as necessary.

The trip-leader should take the following factors into consideration when assessing the risks:

- The type of visit/activity and the level at which it is being undertaken.
- The location, routes, and modes of transport.
- The competence, experience, and qualifications of supervisory staff.
- The ratios of teachers and supervisory staff to pupils.
- The group members' age, competence, fitness, and temperament and the suitability of the activity.
- The special educational or medical needs of pupils.
- The quality and suitability of available equipment.
- Seasonal conditions, weather, and timing.
- Emergency procedures.
- How to cope when a pupil becomes unable or unwilling to continue.
- The need to monitor the risks throughout the visit.

If possible, the trip-leader should undertake an exploratory visit 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.
- obtain a risk assessment from the venue being visited.

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
- Transport arrangements
- Communication arrangements
- Supervision ratios
- Contingency measures for enforced change of plan or late return
- Information to parents
- Preparing pupils
- Emergency arrangements

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 and competence of adults in off-site supervision
- Duration and nature of the journey
- Type of any accommodation
- Requirements of the organisation/location to be visited
- Competence and behaviour of pupils
- First aid cover

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. The following ratios should be adhered to, although extra supervisors are always better:

Age of Children	Ration (Adult:Pupil)
FS1-FS2	1:4
KS1	1:6
KS2	1:8
KS3/4/5	1:15

Any adult who is allocated 1:1 with a child must not be included in the ratio.

Trip-leaders should assess the risks and consider an appropriate safe supervision level for their particular group. In addition to the teacher in charge, there should be enough supervisors to cope effectively with an emergency. With this in mind, it is advisable to have a spare adult that is able to assist in an emergency so that no adult is left alone with a single child.

When visits are too 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 residential visits. All trips and visits with mixed groups will need a teacher from each gender.

Parents/Volunteers

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

Where a high adult to 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. Parents/ Volunteers must have had level 1 safeguarding training and must have submitted a copy of a Police Clearance Certificate and therefore be on the School's approved volunteer list.

Headcounts

Whatever the length and nature of the visit, regular head counting of pupils should take place, particularly before leaving a venue. Headcounts should be made prior to boarding and exiting transport, for example, counting the children before getting on a bus and counting again once they come off the bus. All supervisors should carry a list of all pupils and adults involved in the visit at all times. Pupils, particularly in FS2 to year 3, should be easily identifiable, especially if the visit is to a densely populated area. Children should be encouraged to wear School uniform or wear School colours. They may also wear trip fluorescent jackets. The Trip-leader should establish rendezvous points and tell pupils what to do if they become separated from the group.

Transport

The Trip-leader needs to ensure that suitable transport arrangements are made. If any of the group use a wheelchair, the Trip-leader should ensure that transport used has appropriate access and securing facilities. All students taking part in the trip or visit must travel with the group. Students are not permitted to join the trip part way through.

Seat belts

All minibuses and coaches must be fitted with a seat belt for each child. The seats must face forward and seat restraints must comply with legal requirements.

Supervision on transport

The level of supervision necessary should be considered as part of the risk assessment for the journey. The Trip-leader is responsible for the party at all times including maintaining good discipline.

Factors that the Trip-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.

- Pedestrian crossings and traffic lights or footbridges should be used to crossroads, whenever possible.
- Safety on buses, trains, ferries and boats – the Trip-leader should make clear to pupils how much or little freedom they have to 'roam'. Misbehaviour is the main cause of accidents to children on such means of transport. 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.
- 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.

- Safety of the group in the event of an accident or breakdown - the group should remain under the direct supervision of the Trip-leader or other teachers wherever possible.
- Headcounts, by the Trip-leader or another delegated teacher or supervisor, should always be carried out when the group is getting off or onto transport.
- Responsibility for checking that seat belts are fastened.
- Group members should be made aware that travel sickness tablets should only be administered to a pupil with previous authorisation from the parents.

First Aid

First aid should form part of the risk assessment. Before undertaking any off-site activities, the Principal or the Trip-leader should assess what level of first aid might be needed. On any kind of visit, the Trip-leader should have some knowledge of first aid and ensure that an adequate first-aid box is taken. For all visits it is advisable for at least one of the group's supervisors to be a fully-trained first-aider. If this is not possible, it is essential that provisions for first aid are made and all adults in the group should know how to contact the emergency services.

The minimum first-aid provision for a visit is:

- A suitably stocked first-aid box.
- 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.

Financial planning & Charging

The nature, length, cost and the number of students attending a trip will dictate the payment structure. Payments for almost all trips is collected through the phoenix platform, intimation of which is given to the parents with the announcement of any trip on the app GEMS connect. No trip should lose money for the school. A contingency of at least 5% should be maintained for emergencies and unforeseeable costs.

Trip-leaders are expected to follow up on outstanding payments based on information from the account's office. If cash is required for a trip (for example to pay for entry to an exhibition) please ensure that at least seven days' notice is given. For foreign currency fourteen days' notice is required. Please ensure that all original receipts are maintained and handed over to the Accounts Department once the trip has taken place. An agreement regarding the terms, conditions and cancellation policy should be obtained from the Travel Agent/Service provider for all international trips.

3.5 Health and Safety

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 a wide a range of activities as possible. If a visit is to cater for pupils with special needs, a suitable venue should be selected.

Information to parents

All parents/ carers should be informed of any visit taking place at least one week before. Further to this, children without one-off consent need to obtain written permission from their parent or carer.

Before residential visits, or when the pupils are to 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 including the name of any travel company
- The size of the group and the level of supervision
- 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 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
- 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
- Details on the cost of the visit

Emergency procedures

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 common law duty to act as a reasonably prudent parent would. Teachers should not hesitate to act in an emergency and to take life-saving action in an extreme situation.

Emergency procedures are an essential part of planning a school visit. If an accident happens, 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.

Who will take charge in an emergency?

The Trip-leader would usually take charge in an emergency and would need to ensure that emergency procedures are in place and that back up cover is arranged. The Trip-leader should liaise with the representative of the tour operator if one is being used and inform the School contact.

Pre-arranged School home contact

The School contact's main responsibility is to link the group with the School, the parents and the Principal/Vice Principal/Head of School to aid as necessary. The named person should have all the necessary information about the visit.

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.

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
- Inform the School contact. The School contact number should be accessible at all times during the visit
- Details of the incident to pass on to the School should include: nature, date and time of incident; location of incident; names of casualties and details of their injuries; names of others involved so that parents can be reassured; action taken so far; action yet to be taken (and by whom)
- 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. Mobile phones, though useful, are subject to technical difficulties, and should not replace usual communication procedures
- Write down accurately and as soon as possible all relevant facts and witness details and preserve any vital evidence
- Keep a written account of all events, times and contacts after the incident
- 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 the School Principal
- No-one in the group should discuss legal liability with other parties

Emergency procedures framework for school base

Prior to the visit, the name and School and home telephone numbers of a School contact should be identified. It is advisable to arrange a second School contact as a reserve. Both the school contact and the reserve school contact can be contacted on phone number. In a serious emergency the School must report the crisis to the Principal, who is the lead point of contact at Corporate Office level and will communicate any incidents across the Silver tier of the corporate crisis management structure and up to Gold if necessary.

The main factors for the school contact to consider include:

- Ensuring that the Trip-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 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;
- Liaison with Local Advisory Board. The School contact should act as a link between the group and Chair of Governors and arrange for the group to receive assistance, if necessary;

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. In this situation it can be helpful to use in School 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.

3.6 KHDA Guidelines for International Trips

As per the KHDA Guidelines for International trips, all schools that are intending to take students on international trips as part of the curriculum delivery or otherwise are required to comply with the following.

- Unless part of the curriculum delivery, attendance for these field trips should be optional for all students;
- The number of supervisory staff on the trip is to be determined as follows - every 10 students on the trip should be assigned one supervisor;
- The supervisors should be teachers or administrators actually working in the concerned school;
- A contact person (name and number) should be provided to parents to contact during the trip;
- The school must ensure that all students travelling have the necessary travel insurance for the trip;
- The school needs to be sensitive to students' cultural and religious requirements (e.g. diet, time provided for prayer and other religious requirements, places of visits etc.).
- All documentation mentioned below must be kept as part of school records for each trip conducted and should be available for inspection in the case of a compliance visit by KHDA.
- A detailed communication and itinerary sent to the parents informing them of the details of the trip; Signed copies of all the parental approval forms for the trip;
- Copies of the students' passports;
- An official letter from the Principal of the school to the Ministry of Foreign Affairs informing them of the school's intended trip to the country concerned;
- Copies of the passports (with visa page) of the accompanying teachers and administrators.
- In addition, the following must be submitted to KHDA (for information and record only) at least three days prior to the trip
- The contact person (name and number) for the trip, as provided to the parents;
- A list of all the students and supervisors on the trip;
- For the duration of the trip, the school's local contact in Dubai that KHDA can reach in case of need.

3.7 KHDA Guidelines for Compliance

According to the guidelines, all documentation must be kept as part of school records for each trip and should be available for inspection by KHDA.

These documents include a detailed communication and itinerary sent to parents, signed copies of parental approval forms, for overseas trips additionally copies of the students' and accompanying teachers' passports and an official letter from the principal to the Ministry of Foreign Affairs on the school's intended trip to the concerned country. Schools must also submit to KHDA details of a contact person (name and number) as

provided to parents, a list of students and supervisors on the trip and the school's local contact in Dubai whom KHDA can reach in case of need. This has to be submitted three days prior to the trip.

The guidelines state that unless a field trip is a part of the curriculum, student attendance must be optional.

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4. Responsibilities

Key colleagues who are responsible for aspect of school trips are as follows:

Principal/CEO	Mr. Matt Lecuyer
Vice Principals	Mr. Dan Roberts & Mr. Rob Gauntlett
Manager of School Operations	Mr. Andrew Rodrigues
Assistant MSO	Mr. Suman Dangal
Head of Primary	Ms. Preya Sall
Head of Secondary	Ms. Leena Atkins
Designated Safeguarding Lead	Ms. Shalini Nair
Senior Director of Inclusion	Ms. Julie Shaffer

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Educational Visit: Pre-Approval Documentation

GEMS WINCHESTER SCHOOL
PROPOSED ORGANISED OUT OF SCHOOL ACTIVITIES
OSA – Part One – Initial Approval

(Please also complete the staff timetables overleaf for each accompanying staff member)

To: **The Principal/Vice Principal**

Purpose of Trip (This must include full details of how the visit links to the curriculum or develops skills)

In line in our English Lessons where students are writing their own story. And they just finished reading the story about "Mission: Save Pompeii, that talks about different natural disaster around the Earth. Our students will further apply knowledge in PSHE in relation to the balance between leisure time and working time and will develop their understanding of UAE culture and traditions. This will form a part of Moral Education and UAE Social Studies lessons after the trip. In Science, they learnt about the floras and faunas, different animal adaptation, and different groups of animals.

Orbit Fusing SEGA's innovation in the world of entertainment with BBC Earth's groundbreaking nature content, Orbi will show you our planet as you never imagined. A breakthrough idea that combines SEGA's cutting edge technology with BBC Earth's natural history expertise to create a new visitor experience that puts you at the heart of the natural world. Students will experience all forms of life, biology, animals and nature themes, variety of life on earth, Deep Sea and arctic regions, jungle and skies above us, the world we live in. Students will be able to develop their knowledge and put in practice what they studied in class, while teachers will be able to complete their lessons by giving them the opportunity to experience the subjects in 3D, high resolution screens, and take a real journey within The Planet's mysteries and marvels. Students will explore Orbi Exhibits Experience includes unlimited access to:

- Blue layer
- Mountain Gorilla in 4D theater
- African Elephants
- Earth Cruising
- Frozen Mt. Kenya
- Animalpedia
- Earth Palette
- Extreme Photo Spot
- Time Slice
- Base camp
- Earth Theatre 23.4 and more...

Location: Orbi (Mirdiff City Centre)

Date of Visit: 17/04/2019 Time of Visit: 9:00 am - 6B1 to 6B3 and 6G4 to 6G7
 Date of Visit: 18/04/2019 Time of Visit: 9:00 am - 6B4 to 6B7 and 6G1 to 6G3

Number of Students: Approximately 406 students

School Transport Required: Yes

Names of Teachers accompanying: All Year 6 teachers and we will have some Bus Conductor and subject specialist teachers working in Year 6.

Trip Proposed by: Joannes Paulus Esquinas and Bhanushree Sharma

Initial Approval by (please sign and date)

1. HOD/HOY: _____

2. HOS: _____

3. Principal/Vice Principal _____

Please note that the initial approval has been granted to say that in principle the visit may go ahead. You will need to get the second approval once everything is put into place so that this can be checked – this should be no less than 2 weeks prior to the visit – except in exceptional circumstances.

GEMS WINCHESTER SCHOOL, DUBAI

PRINCIPAL APPROVAL FOR SCHOOL OSA (Final)

Visit Organiser: _____

You will need to show that you have considered everything on the list below.

Visits check list	
Transport arrangements have been made – please give name of provider (Winchester or External)	
Risk Assessment – attached Please highlight details of any hazardous activities	
Programme of activities/itinerary, to include accommodation being used - attached	
First Aid boxes have been/are being organised	
Details of cover requirements passed to SLT cover person	
Initial approval was sought – approval attached	
Breakdown of costs and financial arrangements - attached	
Emergency telephone numbers have been/are being collected for short visits and an emergency tree organised for residential visits	
List of staff and students on the visit given to reception (to be updated on day of visit to reflect non attendees)	
Insurance arrangements – Is the visit covered by the school policy?	
Letter to parents – please attach and seek this approval BEFORE sending out to parents.	
Please note any changes since the initial approval:	

Approval by (please sign and date)

1. HOD/HOY: _____

2. HOS: _____

3. Principal/Vice Principal _____

FIRST AID BOX

To: Admin Officer

From:

Please arrange for First Aid Box/es to be made available as requested below:

Date Required:

Number of Box/es:

Reason:

FIRST AID BOX/ES WILL BE RETURN TO THE MEDICAL ROOM ON

Date:

Time:

Number of Box/es:

Date: Name:

Signature:

HOS Signature:



Field Trip Form

Location:		Class:	
Date:		Total roll:	
Bus Number:		Total number of Students present:	

Sn.	Name	Contact Number/s	Comment (SEND, Medical concerns, support if needed)
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
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33			

Teachers-in-charge (This includes LSA or Support staff):

-
-
-
-
-
-

Overall comment:

Clearance:

Class teacher

HOY



Head of Year Checklist

Location:		Total number of Classes:	
Date:		Total number of buses:	
Contact person:		Contact person mobile number:	

Class	Total Number of Student	Paid	Attendance	Teacher-in-charge/LSA/Support Staff	Bus number	Comment (SBND, Medical concerns, support if needed)
A						
B						
C						
D						
E						
F						
G						
H						
I						
J						
K						
L						
M						
N						

Teachers-in-charge (This includes LSA or Support staff):

-
-
-
-
-
-

Overall comment:

Clearance:

AP/PL/VP/MSO

Security