



The British School of Gran Canaria

Visits and Trips Policy

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BSGC Offsite Visits and Trips

A. Introduction

Scope

This policy provides procedures, guidance and advice for the planning and implementation of all British School of Gran Canaria offsite visits and trips. The school views such opportunities as being invaluable and, through the support of this policy, aims to ensure that successful and rewarding trips and visits are available on a regular basis.

Definitions

Visit : An offsite activity that will be undertaken and completed within one day.

Trip : Involves an offsite activity that lasts longer than one day.

Visits and trips are divided into categories within this policy with additional information and guidelines moving through the list:

- Category A – Regular Visits and Day Visits – those within the neighbouring area of the school e.g. environmental studies, swimming events, sports fixtures, local hospital, theatre, geography fieldwork. (Section B of policy)
- Category B – Residential Trips within the Canary Islands. (Section C)
- Category C – Trips outside the Canary Islands. (Section D)
- Category D - Exchange Programmes. (Section E)

Health and Safety Committee: The committee identified within the Health and Safety Policy to monitor procedures and compliance.

Health and Safety (H&S) Adviser: The identified school member of staff responsible for key aspects and implementation of the Health and Safety Policy.

School Accident Book: A central record where all accidents involving school students and personnel are recorded.

Health Care Plan: A plan produced by health workers to ensure appropriate health care for an individual.

Group Leader: The designated teacher with overall responsibility for the group and the visit or trip.

Head Count: The term used for the process whereby the number of students are counted and accounted for during a visit or trip.

Accompanying Adults: May include teachers, school staff, parents or community members who form part of the supervisory team accompanying any visit or trip. The number of adults is stipulated within the policy.

DBS: Disclosure and Barring Service, a UK government organisation for background checks on staff.

HOS: Head of Sector.

Prodat: The data protection company used by BSGC for monitoring compliance with regards to the appropriate and authorised use of personal data.

BSGC: Initials used to identify The British School of Gran Canaria.

DfES: The Department for Education and Science, a UK Government department responsible for education.

DfEE: The Department of Education and Employment, a UK Government department responsible for education.

Finance Officer: A member of the school's administration responsible for financial management and accounting.

DNI: *Documento Nacional Identidad* – the Spanish national identity card carried by all citizens.

TSE: *Tarjeta Sanitaria Europea* the European health insurance card available to Spanish and EU nationals.

Rationale

The British School of Gran Canaria is committed to providing wide and extensive learning opportunities for all our students. The school views the provision of regular out of classroom and offsite learning as essential and valuable. Although committed to this provision, the school is conscious that it must ensure the highest standards of safety and minimise risk during any off-site learning activity. The expectations and procedures outlined within this Policy, which are guided by the DfEE 'Health and Safety of Pupils on Educational Visits' (1998), seek to protect the health and safety of all school trip participants whilst enabling valuable and enjoyable experiences.

<https://www.ase.org.uk/documents/p1340ahspv/p1.3-4.0a-hspv.pdf>

B. Visits and Trips – General Procedures

1. PLANNING THE VISIT OR TRIP

2. APPROVAL PROCESS

3. DURING THE VISIT OR TRIP

4. AFTER THE VISIT OR TRIP

1. PLANNING THE VISIT

Whatever the type or length of a visit, thorough planning is essential and its steps are highlighted under the headings below.

- Preliminary visits
- Supervision – Ratios and Composition of the Party
- Medicines and Medication
- First Aid
- Transport
- Supervision of pupils on the journey and at the visit destination
- Insurance
- Mobile Phones
- Risk Assessment
- Emergency Procedures
- Parental Consent
- Costing

Further information on each phase is set out below and consultation of ***Appendix 1 - Basic Principles for Safe Practice for School Visits*** should also be undertaken to assist with this preliminary work. Careful consideration at the planning stage can help anticipate potential issues and problems.

Preliminary visits

Wherever possible, the staff planning a visit or trip should make a preliminary visit to the venue in order to familiarise themselves and make a proper assessment of its suitability. Where this is not

possible, the leader must obtain information about the places to be visited with particular regard to potential hazards. Written notes should be made of this visit or enquiry.

Supervision

Supervision needs should consider staffing levels and suitability of accompanying adults.

All trips or visits must have a clearly identified Group Leader who is responsible for the organisation and leadership of the staff and students on the visit or trip. The Group Leader's responsibilities are outline in ***Appendix 8 – Specific Responsibilities for Trips and Visits.***

Supervision Ratios

Adult:Pupil ratios are difficult to prescribe as needs differ according to the type of visit or the planned activity and, therefore, full consideration should be given to the activity, age, group, location and the efficient use of resources (see ***Appendix 2 – Staff: Student Ratio Considerations.***).

DfES guidance suggests:

- 1 adult for every 6 pupils (years 1 – 3), Foundation Stage 1 settings must have a higher ratio;
- 1 adult for every 10-15 pupils (years 4 –6);
- 1 adult for every 15 – 20 pupils (year 7+).
- Minimum 1:10 for visits to countries other than that of residence.

There must always be a minimum of two adults (one of whom must be a teacher or teaching assistant) with the group.

Never allow anyone who has not been DBS checked to have unsupervised access to children.

Duty of Care

In loco parentis means that the level of duty of care required by a teacher is that of a reasonable, prudent and careful parent; it should be noted that this is the level of responsibility that is the expectation of all teachers during their work, not solely during trips and visits. However, during a trip or visit, it should be noted that *in loco parentis* remains with the teacher and cannot be delegated to coaches, instructors or volunteers acting on behalf of the teacher or the school, although the technical duty of care may be delegated to, for example, a ski instructor.

Prior to an activity, if it is felt that the behaviour of an individual child is likely to compromise the safety of others or the good name of the school, the group leader should discuss with the Headteacher the possibility of excluding the child from the activity.

Composition of the Party

The Group Leader must ensure that adult members of the party have reasonable preliminary, theoretical and practical preparation appropriate to the age of the group and the nature of the activities. This should include consideration of potential emergencies and associated actions to be taken.

All activities must be supervised by people of suitable competence and for some activities the teacher may be required to hold a suitable qualification for that activity.

The Group Leader plays a central role in all aspects of the visit or activity; competence as a leader will result from:

- experience/knowledge of the environment/venue to be visited;
- experience of the activities to be undertaken;
- having led similar educational visits;
- knowledge of the pupils involved;
- appropriate training;
- leadership skills and other personal qualities.

The Head or HOS needs to be satisfied that the Group Leader and other accompanying teachers are sufficiently competent to carry out their responsibilities and are suitable for the role.

If any adult accompanying the visit has a child or children in the party of pupils then one other adult must be added to the relevant minimum ratio.

If an accompanying adult brings their own child who would not ordinarily be one of the party or a member of the school it should be acknowledged that a conflict of interests could occur in an emergency situation. It is suggested that arrangements are made so that such a situation does not occur. If this is unavoidable then it must be clearly understood that there are certain consequences with these arrangements, the most significant of these being:

- The adult must be wholly discounted for the purpose of calculating any adult:pupil ratio.
- Insurance cover provided by the school may not cover the child.
- Responsibility for the health, safety and welfare of such child(ren) lies entirely with the adult who has brought the child(ren), and not with the other staff or volunteers.

First Aid

The level of first aid provision required must be risk assessed. This means that the Group Leader must ensure that adequate first aid arrangements are made, bearing in mind the location and nature of the activity. **Appendix 3 – Standard Expectations for a 10 person First Aid Box** contains information on the basic First Aid provided by the school. Additional needs may need to be identified depending on the activity and location. All adults in the group should know how to contact the emergency services.

Medical, Health and Dietary Information

The Group Leader should be aware of medical issues and/or allergies within the group, especially any of a serious nature, and ensure that all staff are appropriately briefed where necessary. The school holds medical information on the Administration System for all students and these can be printed off and taken on visits, although care must be taken with this confidential information. Included in this information which must be carried by the Group Leader at all times should be emergency contact details for all students, a copy of the school's personal insurance claim form (**Form 7 – Insurance Claim Form**) and specific information for identified students.

For school trips the Group Leader should collect additional medical and emergency information after evaluating the type of activities planned and the duration and destination of the trip. **Form 5 - Student's Medical and Emergency Information** should be used, although this may be amended after evaluation of details of each trip. In addition, school trips may need supplementary information on health or dietary requirements which can also be collected via Form 5.

Medicines and Medication

In general, medicines required by students during the visit or trip should be clearly labelled with name and dosage and handed to the Group Leader. For certain conditions, however, this procedure may be wholly inappropriate and potentially harmful, i.e. asthma and diabetes. If medication is to be administered to a pupil during a school visit or activity then good practice set out in **Appendix 4 – Good Practice for the Administration of Medication** should be followed.

Transport

For all educational visits and trips on the Canary Islands transport requests are made through the school office, using the school provider, after school approval has been given.

All buses must meet standard safety provision for each child.

Insurance

The Group Leader must clarify with the school's H&S Adviser that the type and level of insurance provided by the school is comprehensive and appropriate for the type of visit and activities planned.

Mobile Phones

The Group Leader is responsible for ensuring that there are enough mobile phones within the group including school mobile phone, and delegate responsibility for maintenance of batteries. In certain locations a group may not be able to rely on a mobile phone for emergency situations as the signal may be out of range.

Risk Assessment

Implicit to any visit or trip planning is risk assessment. Full consideration must be given to the dangers and difficulties that may arise, and the Group Leader should control measures that must be put into place in order to reduce them. (See **Appendix 5 – Dorset County Council – Generic Risk Assessments** for guidance.) When making a risk assessment, the following must be taken into account:

- The type of visit /activity and the level at which it is being undertaken.
- The location, route and method of transport.
- The competence, experience and qualifications of supervisory staff.
- The ratio of teachers and supervisory staff to pupils.
- The pupils ages, competence and fitness and the suitability of the activity.
- Pupils with SEND or medical needs.
- Quality and suitability of equipment.
- Seasonal conditions and timings.
- Emergency procedures.
- Risks should be monitored throughout the duration of the visit and risk assessments amended as necessary.

The risk assessment is made to guide and help ensure the safe and successful functioning of a trip or visit and, therefore, all supervisors of the group should be fully aware of the assessed risks and identified actions. The Risk Assessments should be completed on **Form 2 – Visits and Trips**

Planning and Risk Assessment (see Forms Appendices) and submitted for review to the Head or HOS at least:

- seven days before a Category A visit,
- four weeks prior to Category B trip
- six weeks prior to Category C and D trips.

Risk Assessments will be prepared for all aspects of a trip organised by the school. Activities undertaken under the supervision of instructors when visiting organised centres will be the responsibility of the centre and must be checked by the Group Leader.

School risk assessments should be reviewed after each visit to ensure that any issues or concerns are dealt with and recorded whilst fresh in staffs' minds.

Emergency Procedures

The Group Leader must make all accompanying adults aware of the emergency procedures that will apply. Each adult on the trip should be provided with the telephone number for contacting the emergency services. The Headteacher must ensure that group leaders have telephone numbers for emergency contacts within the school which are available 24/7. Groups must not be in the position of having to leave a message on an answer phone, and at least two emergency telephone numbers should always be available. During the school day the emergency contact number may be the school number but must not be the answer phone.

The school will issue a school mobile telephone in addition to other private phones on the trip.

The following information should be held at all times by the group leader, the 24 hour contact person/s and the school office:

- A list of the names and parental emergency contact numbers of all participating children and an emergency contact number for accompanying adults.
- A programme/itinerary for the visit.
- Details of travel arrangements, including return time.
- Contact number for the residential accommodation.

Parental Consent

The parents of children taking part in an off-site visit or trip must be provided with full and concise information about the activity their child will undertake. For visits taking place entirely within a normal school day it is sufficient to obtain parent consent on an annual basis, followed by specific information informing parents of visit details, specific arrangements and allowing the opportunity for parents to withdraw their consent for participation in the visit. Where the visit extends beyond the normal school day written permission from the parent must be obtained.

It is advisable that clarification is gained with regard to the taking and publication of photographs of students on school trips. With Twitter, other social media, and the desire to celebrate visits and trips on the school website, not having parental permission for specific students can cause difficulties. It is important to know the school PRODAT list and seek clarification with individual parents if necessary.

Costing

Prior to organising an off-site visit or trip staff should ensure that the total costs are determined. The total costs associated might include transport, entrance fees, insurance, and provision of any resources or equipment specific to the activity and costs relating to adult helpers. (See **Appendix 6 - Costing Considerations.**)

Funding for day visits is mainly provided by BSGC, although parental contributions may be sought, whilst off-site residential trips are almost exclusively supported through parental payments. If a staged payment plan is proposed then the timetable for the payments should allow for the Head to make a decision about the financial viability of the activity in reasonable time. Also consideration should be given on the possibility of refunding payments on cancellation or withdraw from a visit or trip.

2. APPROVAL PROCESS

The approval process has three stages;

- a) **Initial Agreement** to the educational worth of the proposed visit or trip and that, with limited information, it appears viable and aligned with the school's calendar.
- b) **Agreement to Action** that the visit or trip is financially viable and the location is available on the required dates.
- c) **Approval** that the visit or trip has been planned and organised according to the BSGC policy and it can take place.

a) Initial Agreement

When a member of staff proposes a visit or trip they should present the educational objectives and basic details known at this early stage of planning to the Head or HOS e.g. location, number and age of students, date, duration, approximate costs, type of activities undertaken. Using **Form 1 – Application for Initial Agreement** (see *Forms Appendices*), sufficient details must be provided to allow an informed decision to be made on the worth and viability of the Visit/Trip. If initial agreement is given by Head or HOS, who will give this by signing **Form 1**, then the next stage of planning can start.

The next stage of planning is normally undertaken by the school office. After being forwarded the signed **Form 1 - Initial Agreement** by the Group Leader, the office will contact providers and the proposed site/venue to establish availability and costs. The information gleaned from these contacts will be added to **Form 1** and returned to the Group Leader.

b) Agreement to Action

The Group Leader after receiving the updated information from the school office will decide whether the visit/trip is still viable and, if it is, resubmit **Form 1** to the Head or HOS for confirmation that full planning can go ahead by signing the section **Agreement to Action**. (This step is set in place to prevent unnecessary work if approval is not given.)

If *Agreement to Action* is given the Group Leader should start the organisation process as outlined in *B.1 - Planning the Visit or Trip* of this policy. Completion of all the steps in the planning process should be recorded on the *Checklist* provided on **Form 2**, along with the detailed Risk Assessment.

c) Final Approval

After completing all planning and preparation the Group Leader must forward the completed checklist on **Form 2** and all supporting documentation to the Head/HOS for signing of *Final Approval*. In order to ensure that any necessary amendments to plans, or re-evaluations of risk assessments can be completed in sufficient time before the trip/visit, it is essential that all documentation is presented for approval at least:

- seven days before a **day visit** to HOS
- four weeks prior to **residential trip** to HOS, with cc to Head
- six weeks prior to an **trip outside the Canary Islands** to Head

Only after **Form 3 - *Final Approval*** is signed can the visit/trip take place.

3. DURING THE VISIT

All visits and activities, regardless of the duration, destination or nature of the activity have basic supervisory expectations that will support their safe, efficient and enjoyable functioning.

Supervision of pupils

Accompanying staff must ensure the good behaviour of their groups both on the journey and during the visit. It will greatly ease supervision if each accompanying adult takes responsibility for a sub-group, with the Group Leader or deputy being personally responsible for any young people who might create difficulties.

Throughout a visit there should always be regular head counts, particularly before leaving any venue. The Group Leader must carry a list of all pupils and adults on the visit, at all times.

It is important to recognise that children may not follow rules and instructions through forgetfulness or wilful disobedience. It should also be acknowledged that, through their inexperience, children and teenagers maybe unable to make a reasonable analysis of potential risks, and thus they may need to be protected from their own behaviour. Therefore, especially on school trips and activities, supervising adults should not proceed on the basis that all children will obey instructions, and must take the necessary steps to ensure that instructions are followed at all times.

The DfES suggests that, particularly with pupils in years 1 – 3, students should be easily identifiable, especially in densely populated areas; the use of BSGC uniform can be an important and easy way to implement this. Pupils should NEVER wear name badges as this makes them vulnerable to strangers pretending to know them. Badges displaying the school name and its emergency contact number can be useful.

On-going Risk Assessment

Be ready to annotate and update the risk assessment throughout the visit. Risk assessment is an on-going process; it should not be regarded as a one off exercise prior to the visit. Be prepared to amend your planned course of action in the event of changing or unforeseen circumstances.

Recording Accidents

Accidents are 'unplanned events' and, therefore, not every eventuality can be accounted for in the risk assessment. Should an accident occur it must be, if applicable, recorded in the accident book at the venue. Upon return to school the accident should also be recorded in the school's accident book, and if appropriate, the school's H&S Adviser should inform the Health and Safety Committee.

If the accident resulted in a major injury i.e. fracture, concussion, hospital treatment etc. it is advisable to obtain witness statements.

Emergency Situation

Serious accidents and incidents are extremely rare but, if one occurs, consult **Appendix 11 - Immediate Action Following a Serious Accident or Incident** for full guidance.

In the event of an emergency situation the Group Leader or delegated accompanying adult must contact the school at the earliest possible opportunity. Remember that you are not alone; BSGC, and all related personnel, will support you as much as possible.

In the immediate aftermath focus on;

- Care of the Individual
- Ensure the treatment, safety and welfare of the individual
- Care of the Group
- Ensure the safety and welfare of the group
- Contact emergency services as soon as possible
- Communication
- Contact school as soon as possible
- **Do not speak** to the media
- **Do not** allow anyone in the group to communicate with anyone outside the group (including parents) until authorisation and agreement with school has been obtained.
- Maintain contact with the school.

4. AFTER THE VISIT

Review and evaluation of the visit or activity, and of the risk assessments, is important in order to note any lessons learned and to inform future good practice. The planning of any particular visit should start from the evaluation of the previous visit. This evaluation is usually carried out by completing the final section on **Form 4 – Risk Assessment Evaluation Form**. Nil returns MUST BE submitted.

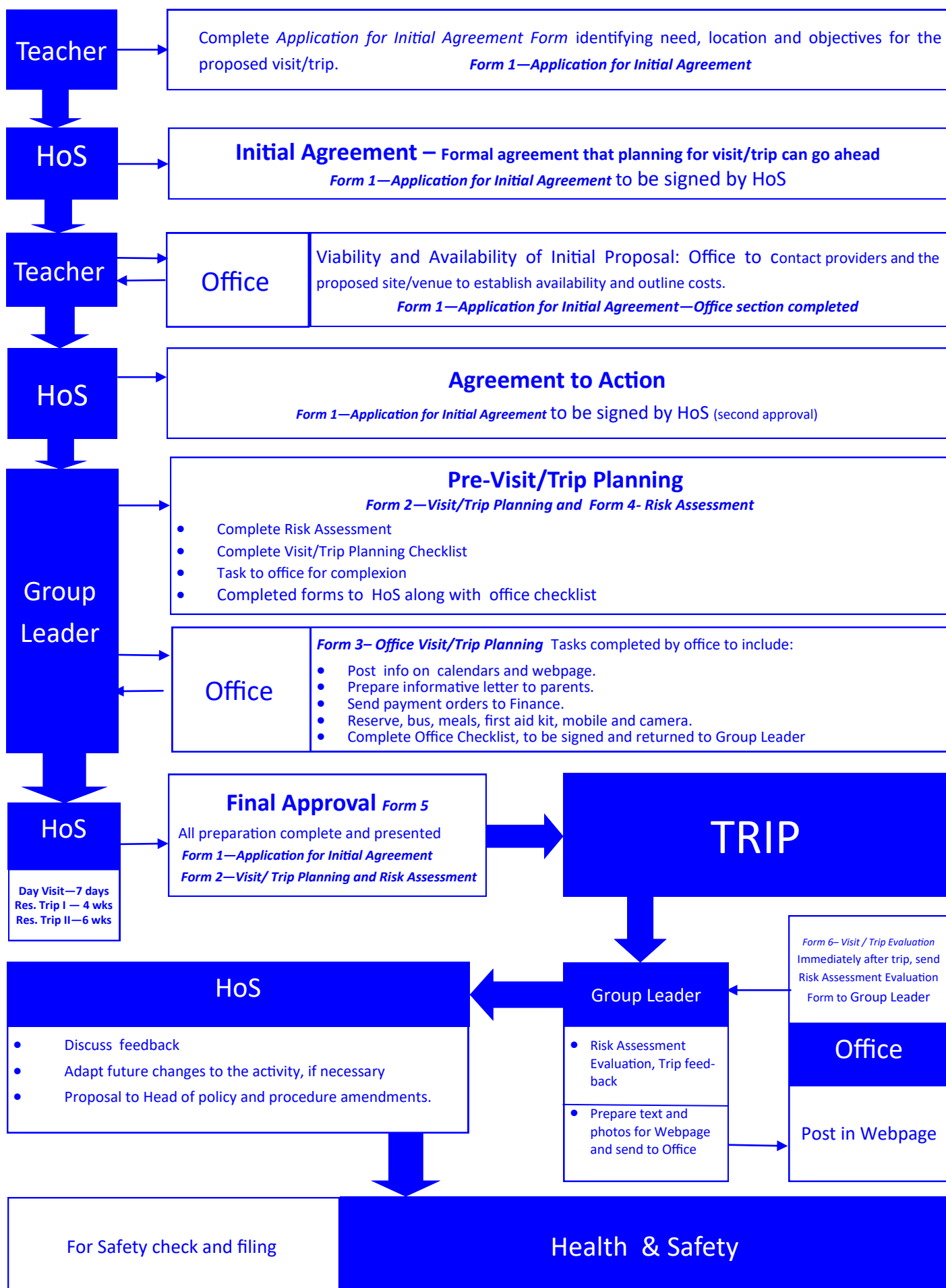
IMPORTANT NOTE – Summarised information is available in the appendices to help guide those organising and participating in trips and visits.

APPENDIX 7 - Summary Procedures for Organising Offsite Visits

APPENDIX 8 - Specific Responsibilities in Offsite Visits and Activities



Organisation Steps for Visits and Trips



C. ADDITIONAL CONSIDERATIONS FOR RESIDENTIAL TRIPS

Residential visits should only take place in centres that meet recognised safety standards and are authorised for hosting such activities.

A visit to the residential centre, prior to the activity, is advisable but not always possible. If such a visit is not an option then ask for written references from previous groups, or, preferably, ask for the names and addresses of the last three schools who have visited. Endeavour to collect promotional material and photographs that can be used to inform staff or be displayed at a parents' meeting. (See **Appendix 9 – Key Considerations for Residential Accommodation.**)

When selecting a suitable and appropriate centre remember that 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.

Prior to the Visit

All of the considerations for a day visit will apply (**Section B - Visits and Trips – General Procedures**) as well as the specific additional points below:

- The roles, duties and expectations of accompanying staff and helpers should be clearly defined and understood so that everyone is clear about what is expected of them. This should be done through formal meetings rather than on an ad hoc basis. This is particularly true for inexperienced staff and adult helpers who may not appreciate that a residential visit requires a great deal of commitment and goodwill if it is to be successful. For further clarification please refer to **Appendix 8 – Specific Roles and Responsibilities for Visits and Trips.**
- Parents need to be fully informed of the type of visit proposed. This is best done through an initial letter followed by a parents' meeting, with key points for the parents' meeting included in **Appendix 10 - Useful Information for Parents' Meeting Prior to a Residential Trip.**

This information should be confirmed in writing and parents/guardians should then be asked to complete and sign:

- A Consent Form – to include parental agreement for the student to participate; dates and venue of the visit/trip; financial commitment; deposit and refund details.
- Student's Medical and Emergency Information (Form 5)
- Students should also be informed and briefed about the purpose and expectations of the trip. Key points for the students include:
 - the purpose and aims of the visit
 - the nature of any specific work to be undertaken
 - work/training which is necessary before going
 - the implications of communal living in terms of tolerance, chores, conduct towards others, etc
 - how spare time might be used
 - expectations on the use of mobile phones and other electronic devices
 - expectations regarding conduct.
- Financial obligations are usually more significant in residential trips, and planning should fully consider this aspect. Steps should be taken at an early stage to secure an initial deposit from party members and to allow for regular payment by instalments, which must be agreed with the school's Finance Officer. Receipts and payments must be fully documented and held by the school's Finance Officer.

When initially estimating the overall cost of a visit, it is best to include all expenses (including pocket money) in order to give a realistic global figure to parents. A refund in the case of an over-estimate is always more acceptable than a supplementary charge. (See **Appendix 6 - Considerations when costing a visit or trip.**)

Supervisory Responsibilities for Accompanying Adults

A staff to student ratio of at least 1:10 will be needed for residential trips. At least two members of staff must accompany any residential trip, one of them clearly designated as Group Leader. A mixed group must be accompanied by male and female adults except

where pupils are under 11 years of age (i.e. year 6 and below) in which case they may be accompanied by two female members of staff.

The group leader should be an experienced teacher and should be satisfied that there is sufficient experience and expertise in the staff team accompanying the group. Adults other than members of staff (e.g. husband/wife or teacher/youth worker, parent, student, foreign language assistant) may usefully accompany the group but the ultimate responsibility for the students' welfare and safety lies with the teachers involved and, in particular, with the Group Leader. Adults may only accompany the party as supervisors if they have no other commitment throughout the whole of the visit. Wherever possible, a second teacher should be designated as a deputy leader, be fully associated with the planning and organisation of the visit and be prepared to take responsibility for the group in the case of an emergency.

The duty of care is fundamental and it is essential that this concept is not diluted by any association with words such as 'holiday', 'abroad', 'weekend' or by the changed location or learning environment.

On Arrival at the Residential Centre

When arriving at a staffed residential centre, the Group Leader should meet the centre manager or someone of similar status and agree on any routines and regulations that have not been previously given. The Group Leader should ensure that any requests or stipulations agreed in writing prior to the journey (i.e. leaders' qualifications, fire regulations, first aid arrangements, etc.) still apply.

Fire Evacuation

The following points should be checked or actioned at the centre:

- Check that all exit routes from dormitories and other sleeping accommodation are clearly indicated.
- The posted instructions are clear and have been read and understood.
- A fire evacuation or explicit walk through is held during the first day.

- The arrangements for calling the fire brigade are understood and that a member of the school party is assigned the duty to make such a call on hearing the alarm where there is no member of the permanent staff on-site who already holds this duty.
- This person knows the location of the nearest telephones and the full address of the building/camp to enable prompt response by the fire brigade.

Medical and Emergency Information

It is important that the Medical and Emergency Information is available at all times.

Transport and Equipment

If centre transport is to be used it must be in a roadworthy condition. If in doubt, press the centre manager for details on maintenance.

All equipment used should be adequate for its purpose; most outdoor equipment such as helmets, buoyancy aids etc. have recognised standards.

In both cases, even to an untrained eye, if the equipment or transport appears unfit for purpose, neglected or deficient, press the centre manager. If satisfaction is not obtained then the member of staff, if possible in consultation with the Group Leader, should suspend the planned activity and report to the Group Leader and subsequently submit a complete a written report detailing concerns and actions.

D. ADDITIONAL CONSIDERATIONS FOR VISITS OUTSIDE THE CANARY ISLANDS

Taking students to locations outside the Canary Islands is an important, exciting and highly valuable opportunity but additional considerations and planning, to those already outlined in sections B and C are required to ensure a safe and enjoyable experience.

Staffing

Student and accompanying staff ratios and expectations stated in Section C apply. In addition it should be noted that the majority of commercial school tour operators now offer an automatic supervisory place ratio of one adult to ten paying young people. These supervisory places should only be available for members of staff or designated supervisory adults.

Student Information Card

During trips outside Gran Canaria it can be helpful to issue an Information Card to each student containing emergency contact details, including address and telephone number of the hotel/residence where the group are staying, the Group Leaders telephone number and the emergency services number.

Travel Documentation

When travelling abroad a range of documentation is necessary and **Form 6 – Travel Information** should be used to request and collate the important documents.

Spanish National Students Travelling on DNI

Spanish nationals may travel to the Spanish mainland or EU countries using their DNI for identification purposes. This must be presented to the Group Leader, and photocopied, prior to departure, and carried by the Group Leader at all times whilst travelling.

Spanish nationals, under the age of 17 also need *Permiso Paterno para Viajar*, which is obtained from the local police station.

http://www.guardiacivil.es/es/servicios/permiso_salida_menores_extranjero/index.html

The Group Leader also needs a signed and stamped letter from the school, *Permiso para Viajar*, **(Form 8)** including a list of students (advisable to include the complete tour party), destination, journey dates and purposes of the visit which authorises and confirms the school trip.

Passports and Visas

When travelling to certain destinations some, if not all, of the tour party must have current and valid passports, and possibly visas. Thorough revision of specific and individual requirements, along with the planned destination and student nationality, is needed at an early stage to avoid disappointments. Applying for required documentation can take time and, therefore, an early start to the process is important.

Canary Island Residency Concession

Travel concessions are available to, and via, the Spanish mainland for residents of the Canary Islands. In order to apply and receive this concession a current *Certificado de Residencia para Viajar* must be obtained by each eligible member of the party and presented at the airport on departure.

<http://www.laspalmasgc.es/es/ayuntamiento/certificados/>

Medical Insurance

For travel within the EU, for all European Union passport holders, a current European Health Insurance Card (EHIC/Tarjeta Sanitaria Europea – TSE) must be obtained and carried by the Group Leader at all times. Non-EU students may need medical insurance and this must be assessed on an individual basis. The responsibility for organising and paying for this insurance is that of the parents.

http://www.seg-social.es/Internet_1/Trabajadores/PrestacionesPension10935/Asistenciasanitaria/DesplazamientosporE11566/TSE2/index.htm

The Group Leader should have (several) photocopies of all documentation (passport/DNI, EHIC, personal medical insurances) together with the originals when travelling to another EU country. The group leader should always retain the original and present a photocopy to authorities abroad (i.e. local health or medical insurance office) if necessary.

For certain activities or destinations additional insurance will need to be obtained by the school.

Vaccinations

For certain destinations vaccinations maybe needed and full consultation with the local medical authority should be made well in advance of travelling.

Sanidad Exterior

C/ Juan Domínguez Pérez s/n (Acceso al Cebadal)

35008. Las Palmas de Gran Canaria

Teléfonos: 928 999 110 / 928 999 111

Fax: 928 46 20 84

[“Autogeneración de Consejos Sanitarios para su viaje y Autogeneración de Cita Previa en un Servicio de Vacunación Internacional”.](#)

E. ADDITIONAL CONSIDERATIONS FOR SCHOOL EXCHANGE VISITS

Exchange visits usually involve a student staying for a set period of time in the home of a family, often from another country, with this experience being reciprocated during a return visit and stay from the initial hosting student. At BSGC this usually involves a group of students, accompanied by staff, linking with a partner school in another country so that a support network is available during the visit. However, participants and families must be fully aware that pupils will spend the majority of their time with host families and are, therefore, not always under the direct supervision of school staff. It should be noted that host families will only be subject to their home country's laws.

In addition to the information and requirements set out in Sections B, C and D additional considerations and expectations for Exchange Visits are outlined below.

Written Consent

Written consent from parents must be obtained for all pupils taking part in exchange visits from both the guest and host families. Consent forms must also ask for permission for particular activities, for activities outside of normal school hours, and also for times where the pupils may be travelling, or be unsupervised. Parents must be fully informed about what the visit entails and what activities they are giving consent to.

Vetting Host Families

Exchange or home stay visits can be arranged through agencies in which case the Headteacher and Group Leader must satisfy themselves that the host families have been suitably vetted.

Group Leaders making their own arrangements must 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 the agency does not have appropriate measures in place for carrying out checks to ensure the health, safety and welfare of exchange pupils, the group leader should seek further assurances and reconsider whether the visits should take place.

In all cases the group leader remains responsible for ensuring the safety and well-being of all members of their group.

Supervision and Care of Students

As the students are not under the direct supervision or in daily contact with the Group Leader or accompanying adults additional considerations and processes are needed for Exchange Visits.

A strong and positive professional working relationship between the Group Leader and the partner school counterpart organiser can be invaluable. This can help to ensure clarity in pupil requirements and needs, the information available and for effective collaboration throughout the duration of the visit.

The Group Leader must ensure that:

- They have a good personal knowledge of the host school and counterpart.
- Pupils are fully prepared through discussion, and provision of information on practical issues, language and culture, before a visit.
- Satisfactory 'pairing' arrangements are in place. The partner school must make the host families aware of any special medical or dietary needs of their guests, their gender and age, family contact information, etc.
- An agreed code of behaviour is shared with the pupils, the participating parents/guardians and those leading the exchange visits.
- Procedures are in place to check the well-being of the pupils at the beginning of the visit, and at regular intervals throughout the stay.
- Parents, pupils and the host school clearly understand the arrangements for collecting and distributing pupils to families, and for transporting pupils throughout their visit.
- All pupils have contact details of the designated co-ordinators of the visit and information on what to do in the event of a problem or mishap.
- The headmaster retains a list of all the children involved and their home and host names and addresses.

Appendices

APPENDIX 1 - BASIC PRINCIPLES FOR SAFE PRACTICE FOR SCHOOL VISITS

All school visits carry elements of danger or risk. Whilst adopting principles of risk management will not necessarily prevent accidents or incidents, they will assist in ensuring the likelihood is reduced to acceptable levels.

1. Carry out a risk assessment that considers the health, safety and welfare of all adults/pupils participating in the activity.
2. Ensure that there is a clearly identified purpose for the whole visit, appropriate to the age and ability of the group.
3. The qualities of leadership, judgement, anticipation and control are essential on the part of staff and assistants, particularly the group leader.
4. Ensure that you comply with any statutory regulations.
5. Ensure school policies are rigorously applied, particularly Child Protection, Safe Working Practice and that staff are fully aware of expectations and appropriate conduct.
6. Work within the guidance and standards of competence recommended by national governing bodies and other recognised organisations.
7. Ensure that appropriate personnel, group equipment and clothing are available, where appropriate.
8. If uncertain about 'safe practice' seek professional advice.
9. Take a responsible attitude toward the environment.
10. Good discipline throughout the whole of the visit is essential and can be supported by a Code of Conduct.
11. Keep parents and pupils informed about proposed visits.
12. Adequate supervision must be maintained at all times. This may vary between close or remote supervision.
13. Carry a list of the contact numbers for each person on the visit, and the emergency contact information for the school.
14. Know your group.
15. If possible carry out a pre-visit to the venue.
16. Assess the risks and put control measures in place.
17. Assess the conditions of the day, change the day's activity if necessary, and do not take unnecessary risks.
18. Have a 'Plan B' so you will then not feel 'forced' to follow an earlier plan of activities should conditions become unsuitable

19. Record and learn from accidents, incidents and near misses.
20. Review the risk assessment on returning to school.

APPENDIX 2 – STAFF: STUDENT RATIO CONSIDERATIONS

The factors that must be taken into account are:

- Sex, age, ability and competence of the group.
- Pupils with medical needs or SEN.
- Type of activity and associated hazards.
- Length and type of journey.
- Type of accommodation to be used.
- Competence of staff both generally and in specific activities.
- Requirements of the venue to be visited.
- Pupils' standards of behaviour and SEN requirements.
- Provision for first aid.

DfES guidance suggests:

- 1 adult for every 6 pupils (years 1 – 3), Foundation Stage 1 settings must have a higher ratio;
- 1 adult for every 10-15 pupils (years 4 –6);
- 1 adult for every 15 – 20 pupils (year 7+).
- Minimum 1:10 for visits to countries other than that of residence.

There must always be a minimum of two adults (one of whom must be a teacher or teaching assistant) with the group.

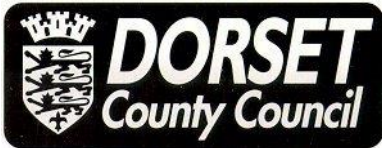
Never allow anyone who has not been DBS checked to have unsupervised access to children.

APPENDIX 3 - STANDARD CONTENTS FOR A 10 PERSON FIRST AID BOX

- A leaflet giving general advice on First Aid.
- Twenty individually wrapped sterile adhesive dressings in assorted sizes.
- Two sterile eye pads with attachments.
- Four individually wrapped triangular bandages.
- Six safety pins.
- Six medium sized (12cm x 12cm approximately) individually wrapped sterile un-medicated wound dressings.
- Two large versions of item 6 (18 cm x 18 cm approximately).
- Saline water or sterile normal saline solution (when no mains water is at hand).
- Plastic bags and ties for disposal of soiled items
- Scissors (must be blunt ended)
- Hypo-allergenic waterproof elastoplast-type dressings
- Hypo-allergenic moist cleansing wipes
- 2 pairs gloves, vinyl or latex (caution - ensure First Aider is not susceptible to latex induced dermatitis)
- For residential trips paracetamol maybe included and administered if parental permission given

APPENDIX 4 – GOOD PRACTICE FOR THE ADMINISTRATION OF MEDICATION

- A letter of authorisation from the parent should be received in order to confirm their consent and details of the dose required.
- Only the minimum necessary supply of medicine for the visit should be taken.
- The Health Care Plan for children on medication should be carried on the visit.
- If necessary, further advice about the medication can, with the agreement of the parent, be obtained from the child's medical centre.



GENERIC RISK ASSESSMENTS

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1. All educational visits
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10. River walks, gorge or stream scramble as an adventure activity
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19. Canoeing/kayaking

Assessments completed by.	Rob Brindley
Date.	January 2010
Reviewed.	

GENERIC RISK ASSESSMENT 1 – ALL EDUCATIONAL VISITS

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Exposure to weather.	Cold injury, heat injury, over-exposure to sun.	Pupils and staff.	<ul style="list-style-type: none"> Consider possible weather conditions and plan appropriate programme, clothing and equipment. Plan for pupils who may not bring suitable clothing – check before departure and/or bring spares. Daily weather forecast obtained and plans adjusted accordingly. 	Provide clear information about suitable clothing and equipment to pupils and parents.	Low
Pupil lost or separated from group, inadequate supervision.	Injury, death.	Pupils.	<ul style="list-style-type: none"> Ensure supervising staff competent and understand their roles. Sufficient supervision Plan and use suitable group control measures (for example, buddy systems, large groups split in small groups each with named leaders, identification system). Discuss itinerary and arrangements with pupils. Briefing to all on what to do if separated from group. Head counts by leaders particularly at arrival/departure points, and when separating and reforming groups. 	Plan supervision before visit and brief staff and pupils.	Low
Illness or injury.	Illness, injury.	Pupils, staff.	<ul style="list-style-type: none"> 1st aid cover accessible and appropriate Leaders know how to call emergency services. Pupils and parents are reminded to bring individual medication and this is securely kept. First aid and travel sickness equipment carried. Mobile phones carried if available. Emergency contacts arranged 	Check first aid certificates current. Medication brought by pupils.	Low
Special needs of specific pupils – medical, behavioural, educational.	Illness, injury.	Pupils	<ul style="list-style-type: none"> Obtain information from parents Take advice from SENCO if appropriate Make necessary arrangements for individual pupils including individual risk assessment and additional staffing as necessary. 	Use parental consent form.	Low
Indirect/remote supervision (includes field work, souvenir shopping, theme parks, historic	Injury, death.	Pupils	<ul style="list-style-type: none"> Check location as suitable for this mode of supervision. Ensure pupils sufficiently briefed and competent (any individual pupils for whom indirect supervision not suitable must be directly supervised). Clear guidelines and emergency procedures set and understood. Pupils remain in pairs or groups (buddy system – each responsible for named other). 	Included in information to parents.	Medium

sites, etc)			<ul style="list-style-type: none"> • Rendezvous points and times set. • Pupils know how to contact staff. • Staff understand they are still responsible. • Parents informed and consent given. 		
Leader's own children.	Injury or death.	Pupils, other children, staff.	<ul style="list-style-type: none"> • If staff (teachers or volunteers') families join group, pupil supervision must not be compromised. • Staff children are similar age to group and supervised with pupils or separate supervision arranged. 	Consider before staffing agreed.	Low

GENERIC RISK ASSESSMENT 2 – TRAVEL ON EDUCATIONAL VISITS

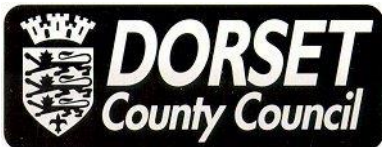
HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Traffic accident, coach.	Injury, death, separated from group.	Pupils, staff.	<ul style="list-style-type: none"> Coach from a reputable supplier. DCC approved supplier Coaches have seat belts that staff ensure are used. Buses without seatbelts are avoided if possible and never used on high speed roads. Sufficient supervision Suitable embarkation points used (for example, coach park, onto wide pavement). Close supervision and head counts during any breaks in journey and getting on and off coach. 	Contact DCC passenger transport dept.	Low
Use of private vehicles.	Injury, death.	Pupils, staff.	<ul style="list-style-type: none"> All use in compliance with DCC driving at work policy Seatbelts worn at all times. Specific permission obtained from parents. 	Refer to driving at work policy	Low
Minibus travel.	Injury, death, separated from group.	Pupils and staff.	<ul style="list-style-type: none"> All use in compliance with DCC 'Notes and Guidance on the Use of Minibuses' and legal requirements Care always taken in parking in suitable place for disembarkation. Close supervision and head counts during any breaks in journey and getting in and out of bus. 		Low
Service station and other breaks in journey	Injury, death, left behind/ separated from group.	Pupils	<ul style="list-style-type: none"> Brief pupils on: <ul style="list-style-type: none"> purpose and timings of stop. how and where to contact staff. Remain in pairs or threes (buddy system – each responsible for named other) Remind about moving traffic (driving on right abroad). Careful head count before departure. 		Low
Ferry crossing.	Injury, death, drowning, separated from group.	Pupils	<ul style="list-style-type: none"> Close supervision on vehicle deck. 'Rules' established and pupils briefed, especially about open deck area. Remain in pairs or threes (buddy system – each responsible for named other). Meeting point agreed throughout crossing and on docking (numbered stairway to coach deck). Careful head count before disembarkation. Planned procedure for missing pupils – for example, member of staff to 	Arrange procedures with staff and pupils before arrival at ferry.	Low

			leave as foot passenger.		
On foot.	Injury, death.	Pupils and staff.	<ul style="list-style-type: none"> • Work on foot planned to avoid fast roads wherever possible. • Supervision on pavements, roads and especially crossing of any fast roads is pre-planned. • Pupils are briefed about hazards and behaviour required. 	Planning	Medium
Use of public transport: trains, trams, underground, bus, air travel.	Injury, death, separated from group.	Pupils and staff.	<ul style="list-style-type: none"> • Journey is planned and assessed – key risk points identified. • Careful supervision, particularly in crowded areas and entry, exit and change points with head counts. • Large groups divided into small groups each with leader(s). • Pupils know their group and leader(s). • Emergency plan in place – pupils briefed where they are going, what to do if separated from group. 	Planning	Low

GENERIC RISK ASSESSMENT 3 – RESIDENTIAL VISIT ACCOMMODATION

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Fire	Death	Pupils, staff.	<ul style="list-style-type: none"> Briefing to all pupils about expected standards and code of behaviour. Identify requirements at time of booking and check during pre visit and on arrival. Check that a fire risk assessment has been completed and meets the requirements of the Regulatory Reform (Fire Safety) Order 2005 Check that there are: <ul style="list-style-type: none"> automatic fire alarms on each floor and in public areas, which can be heard inside rooms. fire extinguishers available on each floor and in public areas. fire exits clearly marked. more than one exit from upper floors of the building. torches available if emergency lighting is not provided. A walk through fire practice takes place on arrival to include assembly point, lay-out of accommodation, key personnel and routines. A group list is held by staff to ensure registration of whole party after an evacuation of the building. Decide whether or not pupils doors should be locked from the inside (see intruder section) A group list is held by staff to ensure registration of whole party after an evacuation of the building. <p>Discuss with accommodation manager any shortcomings in provision e.g. locked fire doors</p>	Pre-visit check and/or check of information/assurance from reputable tour operator. Check on arrival. Take up any issues, such as locked fire doors, with management. Inform group about fire procedures on arrival.	Low
Attack or disturbance by intruder	Injury, death, abduction	All	<ul style="list-style-type: none"> Check that security arrangements have been assessed and reasonable steps taken to prevent unauthorised persons entering the accommodation Ensure the hotel or similar accommodation is locked at night or that there is a night porter on duty. Ensure that all windows and doors can be securely shut from the inside. If windows lead onto balconies, ensure that staff or reliable pupils 	<p>Pre-visit check and/or check of information/assurance from reputable tour operator.</p> <p>Briefing of students regarding expected behaviour and actions</p>	Low

			<p>occupy these rooms.</p> <ul style="list-style-type: none"> • If other guests share the accommodation seek sole occupancy of the floor if possible, and have designated staff rooms adjacent to pupils. • Decide whether or not pupils doors should be locked from the inside – consider the balance between ensuring pupils wake up if fire alarm sounds during the night. • Ensure pupils understand that they inform staff in the event of an emergency. • Check pupils at “lights out”. • Designate responsibilities and roles for individual members of staff including dormitory /floor groups. <p>Carry out additional risk assessment if this is not possible</p>		
Safeguarding	Injury, death, abduction, abuse	Pupils and staff.	<ul style="list-style-type: none"> • School has exclusive use of sleeping accommodation. • Separate male and female sleeping accommodation • Staff accommodation adjacent and same floor as pupils. • Students can easily contact staff throughout night. • Students are checked into rooms at ‘lights out’. • All adults are appropriately trained in safeguarding/child protection and standards regarding access to bedrooms/ changing areas etc are agreed • Pupils know what to do if concerned 	Pre-visit check and/or check of information/ assurance from reputable tour operator.	Low
Domestic hazards.	Injury, death.	Pupils and staff.	<ul style="list-style-type: none"> • Accommodation has tourist board rating/other external validation of standards. • Visual inspection of balconies, stairways, electrical fittings, hazards in grounds or immediate surroundings. • On arrival, staff and pupils to report any faulty items found in rooms. 	Pre-visit check and/or check of information/ assurance from reputable tour operator. Check on arrival.	Low
Hygiene	Illness	Pupils and staff.	<ul style="list-style-type: none"> • Tourist board rating/environmental health endorsement or similar. • Visual inspection of washing facilities, lighting, heating, ventilation, catering. 	Pre-visit check and/or check of information/ assurance from reputable tour operation.	Low
Night time tendencies.	Injury, death.	Pupils	<ul style="list-style-type: none"> • Information gained from parents about pupils’ illnesses, sleepwalking, etc. • Suitable supervision arranged to meet needs of pupils. 	Use recommended parental consent form.	Low
Additional needs.	Injury	Pupils and staff.	<ul style="list-style-type: none"> • Accommodation meets any additional needs of anyone in the group. 	Pre-visit check as necessary.	Low



GENERIC RISK ASSESSMENT 4 – USE OF A PROVIDER/TOUR OPERATOR (for example, visit to adventure centre, use of freelance instructor, cultural tour abroad)

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Provision does not meet authority standards/ best practice.	Injury, death.	Pupils, staff.	<p>Check organisation is reputable, competent and safe.</p> <ul style="list-style-type: none"> • Check literature provided. • Gain information from other users, LA, OEA. • Make use of Form 4 as appropriate • Check for any external 'badges'.e.g AALS, Lotc Quality Badge, BCU,RYA etc • Pre-visit centre. <p>Leader maintains on-going assessment throughout visit.</p>	Leader/EVC to check and raise any concerns	Low/ medium.
Programme does not meet needs of group.	Injury, death.	Pupils, staff.	<ul style="list-style-type: none"> • School gives necessary information to provider about age, ability and any special needs in group. • Programme is agreed with provider before visit. 		Low
Lack of clarity about split of responsibilities between school and provider.	Injury, death.	Pupils, staff.	<ul style="list-style-type: none"> • Ensure clear programme agreed and separate responsibilities for school and provider clear and that all aspects of visit, travel, accommodation and activities are properly planned and risk assessed by school or provider. • Where school is undertaking responsibility for activities (for example, evening activities, town visits) , these are properly planned and risk assessed. 		Low

This risk assessment assumes a school ski trip or holiday organised through a tour operator. The leader of the ski trip should have completed an Snow Sport England Ski Course Organiser course and have acted as an assistant on previous ski trips. All skiing, snowboarding and all other activities must be taught by staff qualified in the specific activity.

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Hazards while skiing/ during snow activities.	Injury, death.	All	<ul style="list-style-type: none"> Skiing and snow activities arranged through a reputable ski school Students only taught by qualified ski instructors, leaders or supervisors. Other supervision provided by school staff pre approved but only agreed by party leader on site after consideration of all risk factors. Students understand independent skiing without instructor/qualified leader is not allowed. Students briefed that sensible behaviour (following of resort skiing code) essential, including use of lifts – consequence of unacceptable behaviour – sanctions agreed. Students look after each other while skiing – buddy system – and know what to do if separated from group. Meeting points agreed for leaders, group and instructors at end of ski sessions. Students know safe procedures for carrying skis/walking in ski boots. Leaders understand their supervision responsibilities, including for sick or injured students. Insurance cards are carried by students, or if held by leaders, instructors can contact staff. Equipment obtained from reputable supplier and specifically fitted for each person. Students told not to swap equipment. 	<p>Ski provider checked.</p> <p>Briefing of students.</p> <p>Necessity of sensible behaviour and following instructions included in pupil/ parental information and consent form.</p> <p>If behaviour on ski slopes puts student or others at risk, student must be suitably supervised and/or lift pass removed.</p> <p>Emergency plan agreed and staff and students briefed.</p>	Medium
Cold injury, hypothermia, effects of sun.	Injury, death.	All	<ul style="list-style-type: none"> All briefed about suitable clothing and equipment and importance of protection against cold and sun. Students clothing and equipment monitored by staff. 	Parents and students briefed.	Medium
Hazards in ski resort.	Injury, death.	All	<ul style="list-style-type: none"> Specific risk assessment for resort completed by leader and code of practice for 'free time' agreed. Students briefed about low risk places/areas in resort they may go and times allowed away from hotel and return times. 	Completion of resort risk assessment by leader either on pre-visit or on arrival. Agree code of	Medium

			<ul style="list-style-type: none"> • Students know value of foreign currency, warned of dangers of icy surfaces and traffic driving on right. • No alcohol may be bought or drunk by students (possibly agree other rules for over-age pupils). • Students stay in pairs/groups (buddy system). • Students know where and how to contact staff member and what to do if separated from group. • Leaders know when they are 'on duty' and understand they have responsibility for pupils at all times. 	practice and brief staff and students.	
Hazards during après ski/evening activities.	Injury, death.	All	<ul style="list-style-type: none"> • Check that any activities provided by tour operator are covered by, and suitably risk-assessed by, tour operator. • Activities arranged by school leader must be risk-assessed by leader. • Leader considers activities suitable for group and provides sufficient school staff supervision. 	<p>Risk assessment.</p> <p>Check that all students attend or otherwise supervised.</p> <p>Staff understand their supervision responsibilities.</p>	Medium



GENERIC RISK ASSESSMENT 6 – SCHOOL 'EXCHANGE' VISITS WITH A SCHOOL ABROAD

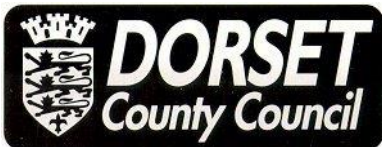
Refer to Exchange Visit Advice for generic risk assessment

GENERIC RISK ASSESSMENT 7 – WALKS IN NORMAL COUNTRY

Normal country = parks, enclosed farmland and fields (NOT moorland, mountain and/or where possible to be more than 30 minutes from a road)
(ASSUMES LEADER WITH GROUP – IF OTHERWISE SEE INDIRECTLY SUPERVISED WALKS)

Measures of competence to include relevant training (BELA, SWMM, MLTE training) and/or evidence of recent and relevant experience in type of terrain to be walked.

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Falls, drowning.	Injury, death.	Pupils, staff.	<ul style="list-style-type: none"> Leader experienced of walking in terrain and of leading groups. Route researched and pre-walked – significant hazards (cliffs, water hazards, quarries, etc) avoided or carefully assessed. Weather forecast obtained and conditions monitored; route changed if necessary. 	<p>Leader competence approved (see above).</p> <p>Leader completes specific risk assessment for each walk as necessary.</p> <p>Ongoing assessment by leader at start and during activity.</p>	Low
Getting lost.	Injury	Pupils, staff.	<ul style="list-style-type: none"> Leader has sufficient navigational skills. Group size as low as possible and sufficient Large groups are best split into small groups each with competent leader. Head counts. Briefing of pupils and staff. 	Leader competence approved (see above).	Low
Injury, illness or emergency away from immediate help.	Injury, death.	Pupils, staff.	<ul style="list-style-type: none"> One leader with each group first aid trained. First aid kit. Information about pre-existing medical conditions and medication carried. Leaders are briefed and have planned emergency procedures. Communications arranged. 	Pre-planning of emergency procedures and communications.	Low
Exposure to extreme weather – cold, wet, heat and sun.	Injury, death.	Pupils, staff.	<ul style="list-style-type: none"> Daily weather forecast obtained. All participants have suitable footwear, clothing and equipment to match expected conditions. 	Parents and pupils given checklist – kit checked before departure.	Low

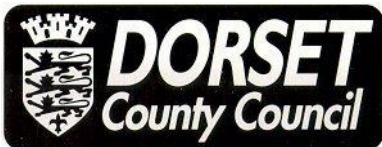


GENERIC RISK ASSESSMENT 8 – WALKS IN REMOTE TERRAIN WHERE IT IS POSSIBLE TO BE MORE THAN 30 MINUTES FROM A ROAD (ASSUMES LEADER WITH GROUP – IF OTHERWISE SEE INDIRECTLY SUPERVISED WALKS).

**In addition to evidence of recent and relevant experience in type of terrain to be walked, leader must hold:
Appropriate level of SWMMLTS award for the terrain MLTE Walking Group Leader or Mountain Leader**

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Falls, drowning.	Injury, death.	Pupils, staff.	<ul style="list-style-type: none"> • Leader experienced walking in terrain and of leading groups. • Route researched and, if necessary, pre-walked – specific hazards (cliffs, water hazards, etc) risk assessed. • Weather forecast, ongoing assessment of conditions and adjustment of plans by group leader. 	Leader provides evidence of competence specific risk assessment for each walk as necessary.	Low
Getting lost.	Injury	Pupils, staff.	<ul style="list-style-type: none"> • Leader has sufficient navigational skills. • Group size ten or less, second adult with most groups. • Head counts. • Briefing of pupils and staff. 	Leader competence.	Low
Injury, illness or emergency away from immediate help.	Injury, death.	Pupils, staff.	<ul style="list-style-type: none"> • Leader first aid trained HSE 16 hours minimum. • Second adult with most groups. • First aid kit. • Information about pre-existing medical conditions and medication carried. • Leader has planned emergency procedures. • Communications (mobile phones?) arranged. 	Pre-planning of emergency procedures and communications.	Low
Exposure to extreme weather – cold, wet, heat and sun.	Injury, death.	Pupils, staff.	<ul style="list-style-type: none"> • Daily weather forecast obtained, on-day conditions assessed and plans adjusted as necessary. • All participants have suitable footwear, clothing and equipment for expected conditions. • Emergency equipment carried, including group shelter. 	Parents and pupils given checklist of clothing and equipment – kit checked before departure.	Low

For DoE and 10 Tors refer to additional specific guidance

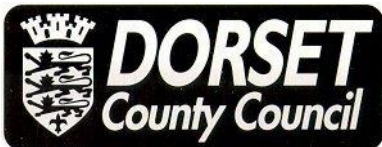


GENERIC RISK ASSESSMENT 9 – INDIRECTLY SUPERVISED WALKS (e.g. Duke of Edinburgh Award expeditions)

In addition to evidence of recent and relevant experience in type of terrain to be walked, leader must hold appropriate qualification as detailed in DoE and 10 Tors Guidance

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Insufficient pupil competence or supervision.	Injury, death.	Pupils	<ul style="list-style-type: none"> Pupils are trained appropriately before the venture and their competence to work independently is assessed by the leader. Monitoring continues in the field. The indirect supervision arranged is flexible and may become tighter or looser as the situation dictates. Pupils are in small groups, usually eight or less. 	<p>Leaders are aware they remain responsible for pupils at all times.</p> <p>Necessary monitoring of pupils is maintained.</p>	Medium
Falls, drowning.	Injury, death.	Pupils, staff.	<ul style="list-style-type: none"> Route researched and, if necessary, pre-walked – specific hazards (cliffs, water hazards, etc) risk assessed and, if necessary, avoided. 	Specific risk assessment for each walk as necessary.	Low
Getting lost.	Injury	Pupils, staff.	<ul style="list-style-type: none"> Pupils have sufficient navigational skills. Briefing and training of pupils. Staff remain in sufficient contact with pupils to prevent significant errors. 	Level of supervision must be appropriately matched to pupil competence.	Low
Injury, illness or emergency.	Injury, death.	Pupils, staff.	<ul style="list-style-type: none"> Pupils and leader trained in emergency procedure and first aid. Group carries first aid kit and is sufficiently trained to deal with incidents Information on medical conditions, medication carried. All are clear on planned emergency procedures. Communications arranged. 	Pre-planning of emergency procedures and communications.	Low
Exposure to extreme weather – cold, wet, heat and sun.	Injury, death.	Pupils, staff.	<ul style="list-style-type: none"> Daily weather forecast obtained. All participants have suitable footwear, clothing and equipment. 	Parents and pupils given checklist of clothing and equipment – kit checked before departure.	Low

Refer to DoE and 10 Tors Guidance



GENERIC RISK ASSESSMENT 10 – RIVER WALKS, GORGE STREAM SCRAMBLE OR SIMILAR (PLANNED ENTRY INTO WATER AS AN ADVENTURE ACTIVITY).

In addition to evidence of recent and relevant experience of activity, leader must have training/qualification relevant to nature and location of activity. In remote terrain, leader must hold relevant walking award, and to use ropes, a rock climbing award or site-specific training. Some situations may require life saving, white water rescue qualifications.

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Extreme weather, cold water.	Cold, injury/death.	Pupils, staff.	<ul style="list-style-type: none"> Seasonal (usually April – October) activity, consideration of forecast and prevailing conditions on day, suitable clothing and equipment, dry spare clothing and emergency equipment available. 	Pre-planning, equipment lists to group, kit checked before departure.	Low
Deep and/or fast-flowing water.	Drowning, injury.	Pupils, staff.	<ul style="list-style-type: none"> Each stream must be individually risk assessed by leader with advice from technical adviser (MIA or otherwise approved) – written control measures and/or operating procedure produced. Deep, fast flowing water may require life saving and/or other water based activity qualifications Weather forecast obtained and leader makes decision whether or not to proceed or adapt activity on basis of weather forecast, strength of water, conditions on day. Clear guidelines ie water depth, on what conditions lead to cancellation Swimming ability of pupils known and assessed 	<p>Written specific risk assessment and/or operating procedure.</p> <p>Ongoing assessment by leader at start and during activity.</p>	Low
Falls, falling rocks, cliffs.	Death, injury.	Pupils, staff.	<ul style="list-style-type: none"> From site-specific risk assessment decision made regarding necessary equipment – helmets (usual), type of footwear etc. Close supervision by experienced staff. Ropes, or terrain requiring ropes, may only be used by qualified staff working to an operating procedure agreed by MIA as above. 	Pre-visit – site-specific risk assessment and operating procedure as above.	Low

Refer to HSE Rock and Water Guidance

GENERIC RISK ASSESSMENT 11 – FIELD STUDY BY/IN WATER (RIVER, STREAM STUDY OR POND DIPPING).

In addition to evidence of recent and relevant experience of activity leader must in remote terrain hold relevant walking award.

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Extreme weather, cold water.	Cold, injury/death	Pupils, staff.	<ul style="list-style-type: none"> Consideration of forecast and conditions of day, provision of suitable clothing, footwear and equipment, dry spare clothing and emergency equipment. 	Pre-planning, equipment lists to group, kit checked before departure.	Low
Proximity to water.	Drowning	Pupils, staff.	<ul style="list-style-type: none"> Risk awareness of route, banks, crossings, etc. Awareness that water levels change and need to assess conditions before and during activity. Other route MUST be taken if route (for example bank-side path, stepping stones) unsafe. Good supervision of pupils to ensure sensible behaviour. Method of extraction from water in place 	Pre-planning and assessment on day.	Low
Planned activity IN water (for field studies etc)	Drowning, injury	Pupils, staff.	<ul style="list-style-type: none"> Each location must be individually risk assessed by leader. Use sites where: <ul style="list-style-type: none"> easy access and exit from water no significant hazards on banks, for example, water flowing onto overhanging trees no immediate significant down-stream hazards (waterfalls etc) pupils can stand easily in water to be entered pupils can be seen and supervised by staff. Weather forecast obtained and leader makes decision whether or not to proceed or adapt activity n basis of weather forecast, strength of water and conditions on day. 	<p>Written specific risk assessment and/or operating procedure in place</p> <p>Ongoing assessment by leader at start and during activity.</p>	Medium
Weil's disease pollution.	Disease	Pupils, staff.	<p>Do not use obviously contaminated sites.</p> <p>Obtain and follow guidelines about Weil's disease.</p> <p>Take sensible hygiene precautions: cover wounds, grazes, etc.</p> <p>Do not drink river water.</p> <p>Wash hands before eating.</p>	Take advice from Environment Agency if necessary.	Low
Informal swimming.	Drowning	Pupils, staff.	<ul style="list-style-type: none"> Never allow impromptu swimming or paddling – always risk assess the proposed venue in advance for currents, rocks, weeds, nature of bottom and sides. Also assess ability of pupils and staff and activities 	Written specific risk assessment required.	Medium

			<p>proposed. You must arrange:</p> <ul style="list-style-type: none"> ♦ safe area ♦ signals for distress and recall ♦ lifesaver and observers (adults to stay out of water) ♦ head counts ♦ briefing of pupils and staff. 		
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GENERIC RISK ASSESSMENT 12 – ROCK CLIMBING

In addition to evidence of recent and relevant experience, leader must hold site-specific approval from DCC or MIA (for artificial walls only), MLTE Climbing Walls Supervisor Award, Single Pitch Supervisor's Award, Mountain Instructor's Award, Mountain Instructor's Certificate or UIAGM Guide certificate.

Walls

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Avoidable objective/ unsuitable location for ability of group.	Disabling or fatal injury.	Pupils, staff.	<ul style="list-style-type: none"> Location is specifically assessed by leader. If completed by SPA, assessment approved by MIA technical adviser. Climbing walls checked on an agreed/recorded schedule 	Written site-specific risk assessment and/or operating procedures.	Low
Equipment failure, inappropriate use of equipment.	Disabling or fatal injury.	Pupils, staff.	<ul style="list-style-type: none"> Qualified supervision as above. Instruction/monitoring of use of equipment. Equipment used in compliance with manufacturers recommendations, regularly checked and log maintained. 		Low
Fall from height, objects falling from above, trips and slips at foot of face,	Disabling or fatal injury.	Pupils, staff, other people at venue.	<ul style="list-style-type: none"> Qualified supervision as above, instructors working within remit of qualification. Group size and ratios suitable (single pitch usually up to 12 students plus extra adult). Appropriate specialist climbing equipment used (ropes, helmets, harnesses, etc). Proper briefing of pupils, behaviour monitored and managed appropriately, vigilance of all staff during activity. Helmets worn whilst at base of rock face. 		Low
Exposure to environmental factors – heat, cold, rain, wind.	Disabling or fatal injury.	Pupils, staff.	<p>Adequate protective clothing and equipment.</p> <p>Check weather forecast.</p> <p>Ability to change plans if weather inappropriate.</p>	Kit list to parents; kit checked before departure.	Low
Illness or injury.	Disabling or fatal injury or illness.	Pupils, staff.	<ul style="list-style-type: none"> 1st aid cover accessible and appropriate for venue Information about existing medical conditions known by staff. Accident/emergency procedures known by leaders. First aid equipment carried by party. 		Low

GENERIC RISK ASSESSMENT 13 – SWIMMING DURING EDUCATIONAL VISITS

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Use of swimming pools	Drowning, injury.	Pupils, staff.	<ul style="list-style-type: none"> Refer to latest guidelines on swimming at www.dorsetforyou.com/schoolsafety Preferably use pools during life-guarded sessions. If swimming in other than LA pools, ensure requirements as above are in place. 	Pre-visit – site-specific risk assessment.	Low
Swimming in sea or other natural waters.	Drowning, injury.	Pupils, staff.	<p>Preferably swim on life-guarded beaches. Never allow impromptu swimming or paddling – always risk assess the proposed venue in advance for tides, currents, rocks, weeds, nature of bottom and sides. Also assess ability of pupils – parental confirmation of swimming ability is often unreliable. Arrange:</p> <ul style="list-style-type: none"> ♦ safe area ♦ signals for distress and recall ♦ lifesaver and observers (adults to stay out of water) ♦ head counts ♦ briefing of pupils and staff. 	Pre-visit – site-specific risk assessment.	Medium

Refer to ‘Swimming in the Sea and Natural Waters’- Hand book for Group Leaders and ‘Group Safety at the Water Margins’

GENERIC RISK ASSESSMENT 14 – SCHOOL VISITS TO COASTAL LOCATIONS

Leader must have recent and relevant experience of venue.

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Extreme weather, cold or sun/heat injury.	Cold injury/death.	Pupils, staff.	<ul style="list-style-type: none"> Consideration of forecast, use of suitable clothing and equipment, dry spare clothing and emergency equipment. 	Pre-planning, equipment lists to group, kit checked before departure.	Low
Sea, waves, tides, rip tides, shelving beaches, underwater hazards, exit routes cut off by tides or high seas etc.	Drowning, injury	Pupils, staff.	<ul style="list-style-type: none"> Each venue must be visited and individually risk assessed by leader with advice from coast guards/other local 'experts', if necessary. Weather forecast obtained and leader makes decision whether or not to proceed or adapt activity on basis of weather forecast and state of sea. alternative activities are available. Paddling and swimming are not allowed except if organised according to policy and risk assessment. 	<p>Written specific risk assessment and/or operating procedure.</p> <p>Ongoing assessment by leader at start and during activity.</p>	Medium
Falls, falling rocks, cliffs.	Death, injury.	Pupils, staff.	<ul style="list-style-type: none"> From site-specific risk assessment decision made regarding route, supervision, location of activities, footwear etc. Close supervision by experienced staff. 	Pre-visit – site-specific risk assessment and operating procedure as above.	Low
Group control	Drowning, injury, death.	Pupils, staff.	<ul style="list-style-type: none"> Close supervision, large groups split into small groups each with leader known to pupils. Overall leader remains in touch with all groups and can recall effectively. No impromptu swimming or paddling allowed, see swimming risk assessment. 	Pre-planning of activities and supervision.	Medium

Refer to 'Group Safety at the Water Margins' and 'A Handbook for Group Leaders'

GENERIC RISK ASSESSMENT 15 – SCHOOL VISITS TO FARMS

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Hazards on site including machinery, chemicals, slurry pits, animals, barbed wire, electric fences.	Injury, death.	Pupils, staff.	<ul style="list-style-type: none"> • Site is pre-visited by leader and risk assessed. • Plan visit and supervision to minimise risks. <ul style="list-style-type: none"> ♦ Avoid moving machinery. ♦ Do not climb on bales, walls or fences. ♦ Keep away from slurry tanks. ♦ Do not touch barbed wire or electric fences. ♦ Do not touch or feed animals unless the farm personnel are supervising/give permission. • Note: arrangements at farms can change daily. Re-assess at start of visit. 	<p>Pre-visit, site risk assessment planning of visit briefing of staff and pupils.</p> <p>Ongoing assessment by leader at start and during activity.</p>	Low
Infection and illness including E-coli 0157.	Illness, death.	Pupils, staff.	<ul style="list-style-type: none"> • Follow basic hygiene rules at all times. • Avoid transmission of infection from hand to mouth. • Check hand washing facilities on pre-visit. • Wash hands thoroughly before eating. • Change or clean footwear before leaving site, wash hands • Pregnant women avoid contact with lambing ewes. 	Briefing of staff and pupils.	Medium
Group control.	Injury, death.	Pupils, staff.	<ul style="list-style-type: none"> • Close supervision, large groups split into small groups each with leader known to adults. • Leader of each group understands hazards and control measures. • Overall leader remains in touch with all groups. 	Pre-planning of activities and supervision.	Medium

Refer to ‘A Handbook for Group Leaders’

GENERIC RISK ASSESSMENT 16 – ACTIVITY LEAD BY SCHOOL – CYCLING

Depending on venue, leader must be regular cyclist and have cycled route. For ‘mountain biking’ on steep terrain, training required. For remote locations, other qualification required.

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Traffic accident.	Injury, death.	Pupils, staff.	<ul style="list-style-type: none"> • Suitable route off-road or on quiet roads. • Each route must be pre-cycled and individually risk assessed by leader with advice from LA cycling officer, if necessary. • Supervision arranged: small groups usually maximum of 12, two leaders, who are competent cyclists. • Supervision planned for any serious road junctions etc. • Helmets worn. 	<p>Written specific risk assessment and/or operating procedure.</p> <p>Ongoing assessment by leader at start and during activity.</p>	Medium
Mechanical fault.	Death, injury.	Pupils, staff.	<ul style="list-style-type: none"> • Cycles used are road/route worthy. • If pupils are using own bikes, cycles brought to school for inspection by leader prior to day. • Unsuitable cycles not permitted. • Simple tools and spares carried. • Breakdown plan agreed. • Pupils must not be left on their own. 	<p>Information to parents stating standards required. Check size, steering, brakes, cycles, gears, helmets, etc.</p>	Low
Group control, lost pupil.	Injury, death.	Pupils, staff.	<ul style="list-style-type: none"> • Close supervision, two leaders with each group. • Maps carried. • Large groups split into small groups each with leaders known to pupils. • Overall leader remains in touch with all groups and can re-group effectively at agreed points. 	<p>Pre-planning of route and supervision.</p>	Medium

GENERIC RISK ASSESSMENT 17 – STANDING CAMPS

Leader must have recent and relevant experience and training in camping and equipment to be used.

Possible qualifications; SWMMLTS Coastal and Countryside Camping Endorsement, MLTE WGL Award/ Mountain Leader

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Extreme weather, cold or sun/heat injury.	Cold, injury/death.	Pupils, staff.	<ul style="list-style-type: none"> Seasonal (usually April – October) activity, consideration of forecast, use of suitable clothing and equipment, dry spare clothing and emergency equipment. 	Pre-planning, equipment lists to group, kit checked before departure.	Low
Hazards on site and immediate surrounds.	Drowning, falls, injury, death.	Pupils, staff.	<ul style="list-style-type: none"> Site must be visited and individually risk assessed. Camp rules or operating procedure agreed to minimise risks. Appropriate supervision arranged, 	<p>Written specific risk assessment and/or operating procedure.</p> <p>Ongoing assessment by leader during camp.</p>	Medium
Site security – unauthorised entry by intruder or exit by pupil.	Death, injury.	Pupils, staff.	<ul style="list-style-type: none"> Site chosen with minimal public access. Leaders sleep in tents close to pupils Close supervision by experienced staff. Local police informed of location if not using an established camp site. 	Risks reduced but pupils and parents understand all risks cannot be eliminated.	Low
Equipment failure.	Injury	Pupils, staff.	<ul style="list-style-type: none"> Equipment used has been properly maintained and checked before use. Erected by competent staff. 		Low
Fire, heat hazards.	Injury, burns, scalds, death.	Pupils, staff.	<ul style="list-style-type: none"> Cooking tent is isolated from sleeping tents by at least three times height of tent. No smoking or naked flames in sleeping tents. Fire procedure understood by all. Fire extinguishers and fire blankets available. First aider trained in burn treatment. Flammable fuel and equipment only used by trained competent staff. Operating procedures agreed for use of cook tents. Pupils only use lightweight cooking equipment under close supervision by training staff or passed as competent by qualified leader. 		Low/medium

Hygiene	Illness	Pupils, staff	<ul style="list-style-type: none"> • Good practice followed. • Leaders using kitchen have attended Basic Food Hygiene training or, at minimum, understand and follow guidance provided. • 'Elsan' type toilets are managed to ensure hygiene standards met • Toilets have adequate hand washing facilities. • Hands are always washed before handling food. 		Low
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GENERIC RISK ASSESSMENT 18 – LIGHTWEIGHT CAMPING

Leader must have recent and relevant experience and training in camping and equipment to be used.

For non remote sites possible qualifications; SWMMLTS Coastal and Countryside Camping Endorsement, MLTE WGL Award/ Mountain Leader
For remote sites the leader must be appropriately qualified to lead and ‘wild’ camp. E.g SWMMLTS Moorland Leader plus camping endorsement.
MLTE Mountain Leader

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Extreme weather, cold or sun/heat injury.	Cold, injury/death.	Pupils, staff.	<ul style="list-style-type: none"> Consideration of forecast and amendment of plans if necessary, use of suitable clothing and equipment, dry spare clothing and emergency equipment. 	Pre-planning, equipment lists to group, kit checked before departure.	Low
Insufficient supervision of pupils.	Injury, death.	Pupils	<ul style="list-style-type: none"> Competence of pupils is assessed and monitored. Pupils are provided with sufficient supervision for their competence, age and behaviour. Pupils know how to contact staff/summon help. 	Pre-assessment of competence, particularly if remote supervision is planned.	Medium
Hazards on route and campsites used.	Drowning, falls, injury, death.	Pupils, staff.	<ul style="list-style-type: none"> Route is pre-planned, risk assessed and appropriately supervised (see appropriate walking or cycling risk assessment). Each camp site used pre-visited and risk assessed by leader. Sufficient supervision is provided at camp site (indirect supervision is acceptable for competent pupils.) 	Written specific risk assessment and/or operating procedure. Re-assessment on arrival at site.	Low
Site security – unauthorised entry by intruder or exit by pupil.	Death, injury.	Pupils, staff.	<ul style="list-style-type: none"> Sites chosen with minimal public access. Leaders sleep on site unless pupils trained and assessed as sufficiently competent to camp under indirect supervision. 	Risks reduced but pupils and parents understand all risks cannot be eliminated.	Low
Fire, heat hazards.	Injury, burns, scalds, death.	Pupils, staff.	<ul style="list-style-type: none"> Use of flammable substances is at least two times height of tents away from tents. Equipment used has been properly maintained and checked before use. No smoking or naked flames in sleeping tents. Fire procedure understood by all. Leader (or if indirectly supervised, pupils) trained in burn treatment. 	Training in use of stoves must be provided by ML, WGL or BELA qualified staff.	Medium

			<ul style="list-style-type: none"> • Flammable fuel and cooking equipment only used by trained competent staff and pupils (or by pupils under close supervision of trained and competent staff). • Procedures agreed for use of stoves and refuelling. 		
Hygiene	Illness	Pupils, staff.	<ul style="list-style-type: none"> • Good practice followed. • Groups are trained in basic hygiene. • Hands are washed before handling food. 		Low

GENERIC RISK ASSESSMENT 19 – ACTIVITY LED BY SCHOOL – CANOEING/KAYAKING

In addition to evidence of recent and relevant experience, the leader must hold the appropriate BCU qualification for the activity proposed.

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Avoidable objective dangers/unsuitable location.	Disabling or fatal injury.	Pupils, staff.	<ul style="list-style-type: none"> Location has been specifically assessed by technical adviser – BCU coach level 3 minimum – as suitable for activity planned. Ability/experience of group taken into account. Weather forecast obtained, weather and water conditions constantly monitored and activity adjusted accordingly. 	Written site-specific risk assessment (and operating procedures if appropriate).	Low
Water environment	Drowning, injury.	Pupils, staff.	<ul style="list-style-type: none"> The leader holds the appropriate BCU qualification for the water (inland or sea) and conditions prevailing. Knowledge of pupil swimming ability / water confidence known. Pupils supervised in BCU recommended ratios by qualified staff. The leader holds first aid and resuscitation awards. Personal buoyancy meets BCU recommendations and leaders check buoyancy always worn correctly when afloat. All boats have suitable buoyancy. Equipment as recommended by BCU is carried and used as appropriate. Participants are appropriately trained in use. 		Low
Equipment failure.	Drowning	Pupils, staff.	<ul style="list-style-type: none"> All equipment is checked before use; an equipment log is maintained and an annual maintenance programme is undertaken. 	Monitoring programme in place.	Low
Head injury.	Injury	Pupils, staff.	<ul style="list-style-type: none"> Helmets used if conditions dictate. 		Low
Water quality.	Illness	Pupils, staff.	<ul style="list-style-type: none"> Local advice taken about water quality. Open cuts and sores covered. Pupils and parents briefed about Weil's disease and action to take if appropriate. 		Low
Exposure to weather.	Hypothermia	Pupils and staff.	<ul style="list-style-type: none"> Suitable clothing and footwear and change of clothes. Spare clothing and emergency equipment available to group. Plan for pupils who may not bring suitable clothing – check before departure and/or bring spares. Weather forecast obtained, wind and water conditions constantly monitored and activity adjusted accordingly. Emergency telephone available. 	Provide clear information about suitable clothing and equipment to pupils and parents.	Low

APPENDIX 6 – CONSIDERATIONS WHEN COSTING A SCHOOL TRIP

When preparing for a visit or trip, thorough and accurate costings are needed prior to communication with parents. It is essential to consider all possible expenses and the following list should act as a guide.

It should be noted that if a Travel Agent is used to organise the trip then it is essential to have written clarification of what is included within the set fees. With this information the organiser should check against the list below and make the necessary additions to the overall cost of the trip.

Accommodation – prices will vary depending on location and type. Clarify whether the accommodation costs include any meals.

Travel – all types of transport need to be considered for the full duration of the trip or visit; starting from home door and returning to home door. Transport might include;

- Bus

- Flights (including airport taxes)

- Taxi

- Rail or tube

- Public transport services

Insurance – general travel insurance is usually sufficient but, depending on destination or type of activity, additional, special cover might be needed. Medical insurance might be an additional consideration for outdoor and adventurous activities or for individuals not covered by EU reciprocal healthcare arrangements (dependent on nationality).

Food – all meals not provided within the accommodation, any special meals included during a trip, and food whilst travelling at the start and end of the trip.

Activity Costs – might include items from ski hire to entrance fees to an adventure activity park.

Entrance Fees – theatres, museums (some are free whilst others incur a cost).

Contingency Fund – unexpected and unplanned costs need to be considered; depending on destination and duration of trip, €20 per students should be sufficient.

Cover – for trips of three or more days, and with three or more staff, consideration should be given to an additional charge to pay for supply cover of lessons of the supervising staff.

Exchange Rates – a change in exchange rates between different currencies can, especially with the sums of money involved with a large party, lead to a significant differential in

budgeted and actual costs. Although difficult to predict, consideration should be given to exchange rates.

With all costing it is important to be as accurate as possible and it is better to err on the side of overcharging than having a shortfall; reimbursing money to parents is much easier than asking for additional payments after the initial communication.

APPENDIX 7 – SUMMARY PROCEDURES FOR ORGANISING AN EDUCATIONAL VISIT OR TRIP

The following procedures should be followed for all school visits:

- Full and thoughtful planning should be carried out, starting before the trip has been approved.
- Gain approval for the visit or activity, presenting sufficient details for the Headmaster or HOS to be able to make an informed decision.
- Undertake a thorough Risk Assessment, ensuring that the preventative actions are communicated to accompanying staff and participating students.
- Obtain informed written consent from parents, for each child prior to a school trip; annual permission for regular visits.
- Complete all preparatory organisational work and present verification of completion, along with the risk assessments, on **Form 1 – Trip Planning** to the Headmaster or HOS at least;
 - seven days before a **day visit**
 - four weeks prior to **residential visit**
 - and six weeks prior to an **trip outside the Canary Islands**.
- Staffing ratio levels must be maintained throughout the visit.
- First Aid should be accessible either through an appointed person with the visit or by the venue facilities. Copies of information containing emergency contact/medical/allergy details should be available at all times.
- Provide accurate and fully considered costings to cover all visit or trip expenses (see Appendix 6)
- Pupils must be informed of any rules and regulations relating to the visit.
- All adults must know which pupils they are responsible for and likewise the pupils must know to whom they are accountable. A head count must take place before leaving school (or on the coach) and at regular intervals throughout the whole visit. Transport must not be allowed to depart until two adult members of the party have independently counted and agreed that all pupils are present.
- Toilet facilities must be provided at regular intervals.
- Food and drink should be provided at regular intervals. On very hot days it may be necessary to provide extra drinks.

- Where applicable, meeting points should be pre-designated and specific times arranged for party assembly. These times should be strictly adhered to.
- The transport must be fully insured and all seats should have seat/lap belts fitted. The maximum seating capacity of the vehicle must not be exceeded and pupils must never travel standing.

At the end of each visit the group leader should review and evaluate the visit or activity (use Evaluation Section on the Trip Planning Form) with specific comments on risk assessments and any issues encountered.

All forms referred to in this policy are attached in the Forms Appendices. Electronic versions of all forms are available on the Administration System by clicking on the **Documents** menu item.

APPENDIX 8 - SPECIFIC RESPONSIBILITIES

Head and Heads of Sector (for Category A and B Trips and Activities) must:

- ensure that all school visits have a specific and stated objective.
- ensure that the group leader's plans for the visit adhere to local guidelines and the school's Health and Safety Policy and the school's BSGC Offsite Visits and Trips Policy.
- ensure that the group leader reports back after the visit.
- ensure that they are informed of non-routine visits well in advance.
- assess and approve (if appropriate) proposals for specific visits (see Approval process).

Headmaster and HOS must also:

- be satisfied that the visit has been planned effectively and that any risks identified by a risk assessment are minimised.
- be clear about their own role if they are going on the visit as a group member/supervisor. In these circumstances they must follow the instructions of the group leader who is in sole charge of the visit.
- ensure that all staff accompanying the visit are appropriately selected and have the expertise, experience and qualifications relevant to the activities.
- ensure that the group leader has experience in supervising the specific age of the pupils on the visit and is able to organise the group effectively.
- try to ensure that the group leader, or an accompanying teacher, is familiar with the venue.
- ensure that the group leader is given sufficient time to plan and organise the visit properly.
- ensure that the adult-pupil ratio is appropriate and suitable.
- ensure that Child Protection procedures are in place.
- ensure that parental consent forms have been issued and returned signed.
- ensure that suitable arrangements have been made for the medical and special needs of all pupils.
- ensure that first aid provision is available.

- ensure that the mode of transport is appropriate and that outward/inward journey times are clear.
- ensure that there is relevant insurance cover.
- ensure that they have details of the venue including address, telephone number and contact name.
- ensure that a school emergency contact has been nominated and that the group leader has these details.
- ensure that the Group Leader, supervisors and school contact have a copy of the agreed emergency procedures and the names of ALL members of the group, with emergency contact details of parents/guardians or next of kin.
- ensure that there are contingency plans in place for delays or alternative arrangements should the original visit have to be cancelled e.g. bad weather.

The Head teacher can delegate tasks to the Group Leader who is responsible for the planning and organisation.

Group Leader

The group leader is the teacher whom the headmaster /HOS has approved to take overall responsibility for the supervision and conduct of the visit, and for the health and safety of the group. The group leader must:

- obtain the headmaster's/HOS prior agreement before any visits take place.
- follow all the appropriate and related regulations, guidelines and policies.
- define accompanying supervisors' roles and ensure tasks are assigned.
- have the ability to control and lead pupils of the relevant age group.
- be suitably competent to instruct pupils in the activity and be familiar with the venue.
- be aware of child protection issues.
- ensure that there is adequate first aid provision.
- undertake and complete the planning and preparation, brief all group members and parents.
- ensure that risk assessments are prepared.

Teachers

Accompanying teachers must:

- do their best to ensure the health and safety of everyone in the group.

- act as any reasonable parent would in the circumstances.
- take reasonable steps to avoid exposing pupils to dangers that are foreseeable or that are beyond those that the pupils can reasonably be expected to cope with.
- consider stopping the visit or the activity and notify the group leader if they think there is an unacceptable risk to the health and safety of the pupils in their charge.

Volunteers

- Non-teacher adults must be clear about their roles and responsibilities.
- Volunteers must not be left in sole charge of pupils except where they are CRB cleared and it has been previously agreed as part of a risk assessment.
- They must follow the instructions of the group leader and teachers and assist with control and discipline.

Pupils

Older pupils in particular have a part to play in avoiding risk to health and safety. They must:

- not take unnecessary risks.
- follow instructions of the group leader, teachers, instructors and people within the venues.
- follow the schools dress and behaviour expectations.
- when abroad, be sensitive to local customs.
- be aware of anything that may cause themselves or others harm and speak to their group leader or teacher if they are concerned.

Parents

Parents have the responsibility to

- ensure that their child is following the school dress code.
- prepare their child for participation in an activity.
- accept that a child who is a risk to the health and safety of either him/herself or others may be sent home early.
- inform the school about any medical needs / allergies / special dietary needs etc. of their child.
- supply an emergency contact name and telephone number, which must be available for the duration of the trip, when children are going on a residential trip.

The school will inform parents about all aspects of the visit to enable them to make an informed choice as to whether or not they want their child to participate.

APPENDIX 9 – KEY CONSIDERATIONS FOR RESIDENTIAL ACCOMMODATION

When selecting a suitable and appropriate centre remember that 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.

A key consideration is accommodation and checking that the sleeping areas are adequate for the needs of the group. This will obviously vary depending on the accommodation chosen but it should offer,

- Adequate ventilation.
- Reasonable washing and toilet facilities.
- Heating and lighting.
- Enough storage space for personal belongings.
- Sufficient room between bunks or beds to allow easy movement (particularly in the event of an emergency).
- Accommodation for staff close enough for supervision purposes.

Permanent centres should also provide a separate area for sick/unwell visitors and sleeping areas should be clean and tidy.

Check facilities for washing/drying clothes and storing outdoor equipment.

Find out about meeting rooms, work bases and evening recreational/relaxation areas. Ensure that kitchen and dining facilities are sufficient for the numbers involved and particularly if your group is self-catering, that there are sufficient facilities for safety, health and hygiene.

APPENDIX 10 - USEFUL INFORMATION FOR PARENTS' MEETING PRIOR TO A RESIDENTIAL TRIP

- Reason and purpose of the visit.
- Nature of the programme (this must include details of all activities).
- Nature of the supervision arrangements.
- Expectations of behaviour (Code of Conduct).
- Information needed prior to the trip or visit, with clear deadlines (DNI, medical cards etc.).
- Method of travel, including names of coach companies, airlines, etc, as appropriate;
- Insurance arrangements.
- Cost and methods of payment.
- Pocket money and any arrangements for giving it out.
- Address and telephone number of venue.
- Type of accommodation, i.e. bunks, shared facilities, etc.
- Sleeping arrangements.
- Clothing requirements via a kit list (stress that clothing and other possessions should be clearly marked).
- Emergency contact telephone number.
- Group communication via Twitter.
- The use of cameras, video cameras and mobile phones.
- Banned items i.e. jewellery, mobile phones etc.
- Sun protection requirements.
- Procedures for storage and administration of medication.

APPENDIX 11 - IMMEDIATE ACTION FOLLOWING A SERIOUS ACCIDENT OR INCIDENT

Guidance Notes for Group Leaders

A serious accident or incident is defined as;

- an accident leading to a fatality, serious or multiple fractures, amputation or other serious injury;
- circumstances in which a party member might be at serious risk/suffer from a serious illness; or
- any situation in which the press or media might be involved.

Remember that serious accidents and incidents are extremely rare, but if one occurs it makes great physical and emotional demands on you. These guidance notes are designed to help you deal with an emergency. Remember that you are not alone; your school and all related personnel will support you as much as possible.

1. Be prepared

- Brief your group on emergency procedures before they set off, including details of communications, so that they know how to deal with situations should the party get split up.

2. Care of the Group

- Ensure safety from further danger.
- Contact local emergency services immediately and follow their advice.
- Deploy other staff/adults as effectively as possible in continuing to ensure the welfare of your group.

3. Communication

- Contact the schools 24-hour standby person.
- Always give the following information:

Your name

Name of group

Telephone number you are calling from

What happened

To whom

Where

When

What has happened since

If a fatality is involved, has this been confirmed?

By whom?

Which local emergency services are involved.

4. Next Steps and General Advice

- Parents and relatives will naturally be anxious to establish what is happening, but do NOT let party members (staff or young people) telephone home until after you have made contact with the school and this has been agreed.
- Do NOT speak to the press or media. Refer enquiries to the local emergency services handling the incident on the ground and promise that “an official statement will be made as soon as possible”.
- Do NOT admit liability of any sort to anybody.
- Do NOT allow anyone, apart from medical services, to see any party member without an independent witness being present.
- Retain any equipment involved in an unaltered condition.
- Keep a written record of all that happens.
- Be as compassionate as possible with anyone involved.
- Remember that no one, unless they are in a relevant official capacity, has the right to see anyone who does not wish to see them.
- If you change location, remember to let your Headteacher/school contact person have the new telephone number at which you can be contacted.
- Finally, all situations are different, your Headteacher or HOS will make themselves available to offer you advice and support. Use them as much as you need.

Guidance Notes for Headteacher/ School 24 hour Standby Person (s)

In the event of a serious accident or incident involving a group on any form of school outing, it is paramount that the group leader should receive as much advice and support as he or she needs. A serious accident or incident is defined as:

- an accident leading to a fatality, serious or multiple fractures, amputation or other serious injury;
- circumstances in which a party member be at serious risk/suffer from a serious illness; or
- any situation in which the press or media might be involved.

Serious incidents are fortunately rare – this can, however, lead to complacency that must be guarded against and, therefore, you will need to ‘think on your feet’. This could be difficult under pressure and the following guidelines will help.

1. Be prepared: You must have immediate access to these procedures and the information and means to use them at all times.

- Make sure you are familiar with the BSGC Offsite Visits and Activities Policy and Health and Safety Policy and that they are readily available.

2. Answering the Emergency Call You will need to gain and record the following:

- Name of Group
- Name of Group Leader/Caller
- Telephone number the caller is speaking from
- What happened
- To whom
- Where
- When
- What has happened since
- If a fatality is involved or suspected
 - Has this been confirmed?
 - By whom?
 - Which emergency services are involved?

3. General Advice

Advise the group leader to follow instructions from the local police/emergency services but, unless they specifically request otherwise, your advice to the group leader should be to:

- keep the party together.
- co-ordinate any contact with parents or any outside bodies.

- not to answer questions.

Remain available: if it is necessary for the party to change location they must advise you of the new telephone number.

Forms Appendices

Electronic versions of these forms for completion, signatures and presentation can be found in the admin system by clicking on the **Documents** menu item.



Form 1

page 1

Application for Initial Agreement for Visits and Trips

Background Information for Initial Agreement

Year Group / Class	Type of visit (part day/day/residential)	Group Leader		Number and Names of Staff Assisting	
Location/Destination	Duration of Visit	Dates and Times of Departure and Return		No. of Students	
		Depart:		Male:	
		Return:		Female:	
Curricular Objectives for the Visit or Trip		Activities to be undertaken			
		Office Use - Cost Information (in the first instances these may be approximations)			
		Overall cost		Office Use - Confirmation of Venue, Date and Cost	
		Cost charged to parents	Venue available		
		Proposed date for invoicing parents	Date confirmed		
		Additional information	Cost per Child		
		Cost per Teacher			
		Transport Cost			
		Other Cost			
		Total Cost			
		Office Signature	Date		
Approval of Initial Request - Head /HoS		Date			
Approval of Agreement to Action - Head /HoS		Date			



Form 2

Visit/Trip

Group Leader

Date

Checklist for All Visits and Trips

Information and Data

Risk and Safety

Costings and Payments

<input type="checkbox"/>	Prepare parents'info letter including equipment, dress and emergency details.	<input type="checkbox"/>	Risk Assesements completed	<input type="checkbox"/>	Prepare itemised list of costings
<input type="checkbox"/>	Group lists with staffing complying with set ratios	<input type="checkbox"/>	HOS/office provided with full vist/trip details (with electronic and hardcopy).	<input type="checkbox"/>	Communicate exact payment information to parents
<input type="checkbox"/>	Info to the Office to action. Completed checklist returned: Form 1, list of staff, list of pupils	<input type="checkbox"/>	Informed staff of group's characteristics and SEN.	<input type="checkbox"/>	Payment info and details is shared with Finance Dept.
<input type="checkbox"/>	Propose Parents' informative meeting	<input type="checkbox"/>	Informed staff about Risk Assessment		
<input type="checkbox"/>	Student information meeting	<input type="checkbox"/>	Pupils briefed on potential risjks and appropriate behaviour.		
<input type="checkbox"/>	Inform relevant school staff of absence from school . Prepare cover work (duties and club covers)	<input type="checkbox"/>	Mobile telephone		
<input type="checkbox"/>	Info letter to office for sending	<input type="checkbox"/>	Staff priovided with emergency contact details.		
<input type="checkbox"/>	Ensure authorisation slips are returned and collated				

Additional Checklists for Trips

Information and Data

Risk and Safety

Costings and Payments

<input type="checkbox"/>	Parent informative meeting	<input type="checkbox"/>	Prepare emergency contact cards for students	<input type="checkbox"/>	Collect photocopies DNI/passports/any visas
<input type="checkbox"/>	Parent information booklet	<input type="checkbox"/>		<input type="checkbox"/>	Collect photocopies of EHIC/ health cards
<input type="checkbox"/>	Rooming/sleeping arrangements	<input type="checkbox"/>		<input type="checkbox"/>	Collect Parental Permission to Travel forms from Spanish nationals
<input type="checkbox"/>	Set up group Twitter account	<input type="checkbox"/>		<input type="checkbox"/>	Prepare <i>Permiso para Viajar</i>



Form 3

Trip/Visit Planning Checklists

Visit/Trip

Group Leader

Date

Office Checklist

- ☐ Post info on Calendar and webpage
- ☐ Request insurance policy
- ☐ Reserve venue and activities
- ☐ Arrange for provision of packed lunches
- ☐ Print Medical and Allergies Lists for all pupils, as well as Prodat List
- ☐ Reserve and complete appropriate First Aid Kit for the type of the trip, with any appropriate medical needs of students being noted and provided for alongside with Pupils Medical and Allergy information
- ☐ Reserve and charge mobile and camera
- ☐ Prepare contact details pack for Group Leader
- ☐ Ensure all staff have emergency contact details in case of incident.

Office signature

Date

**Form 4**

Group Leader

Date

Visit/Trip

Risk Assessment (to be completed after initial approval)

Areas of Risk	Persons at Risk	Control Measures	Actions	Risk Rating

Approval of Risk Assessment	Date
-----------------------------	------

Areas of Risk	Persons at Risk	Control Measures	Actions	Risk Rating
Approval of Risk Assessment			Date	



FORM 5

Confirmation of Final Approval from Head Teacher/Head of Sector for Visit or Trip

To be completed by the Head Teacher/HOS

To the Group Leader,

I have studied the supporting information and am satisfied with all aspects, including the planning, organisation and staffing of this visit. Approval is given.

1. Please ensure that I have all relevant information including final lists of group members, details on parents' consent and a detailed itinerary at least seven days before the visit.
2. Your report and evaluation of the visit, including details of any accidents, should be with me as soon as possible and no later than 14 days after the party returns.

Signed

Date



FORM 5

Confirmation of Final Approval from Head Teacher/Head of Sector for Visit or Trip

To be completed by the Head Teacher/HOS

To the Group Leader,

I have studied the supporting information and am satisfied with all aspects, including the planning, organisation and staffing of this visit. Approval is given.

1. Please ensure that I have all relevant information including final lists of group members, details on parents' consent and a detailed itinerary at least seven days before the visit.
2. Your report and evaluation of the visit, including details of any accidents, should be with me as soon as possible and no later than 14 days after the party returns.

Signed

Date



Form 6

Group Leader

Date

Visit / Trip

Visit or Trip Evaluation

Nil Returns **must be completed**

Problems encountered on trip

Action taken

Recommendations

Group Leader to sign after Evaluation

Date



Form 7

Student's Medical and Emergency Information

Date

Student's Name

Date of Birth

DNI/NIE/Pasport

Mother

Name

Work Tel.

Mobile

Other

Father

Name

Work Tel.

Mobile

Other

Other

if unable to reach parents

Name

Relationship

Mobile

Other

Medical Information

Any daily medications (doses and times of administration)

1

2

3

Any emergency or special medication for your child. Outline circumstances when they can be administered

1

2

3

Any health conditions requiring procedures or medications e.g. asthma, diabeters, allergies...

1

2

3

Does your child wear contact lenses?

Date of last Tetanus Booster

Paracetamol:

☐

I give permission for accompanying teachers to administer the dose of paracetamol if necessary

Any additional health history that may be useful

Dietary Information:

Please provide information on any health, allergies, ethnic or religious dietary requirements/restrictions



STUDENT NAME: _____

YEARGROUP _____

Flight booking information (Tick one)**Use Block Capitals***PASSPORT**☐ My child will use their current passport to fly. I include a photocopy.

Exact name on passport _____

Nationality on passport _____ Country code (3 letters) _____

Passport number _____ Expiry (DD/MM/YY) _____

DNI☐ My child will use their DNI to fly. I include a photocopy.

Exact name on DNI _____

DNI number _____ Expiry (DD/MM/YY) _____

NO DOCUMENTATION☐ My child does not currently have documents for travelling between Spain and Britain in October 2016.
*If you tick this box, the school will contact you regarding your arrangements.***European Health Insurance Card (EHIC)** (Tick one)☐ My family already has an EHIC which will still be valid in October 2016. I include a photocopy.☐ I will obtain an EHIC soon. *The school will ask for this information again in September 2016.***Apply online:** <http://goo.gl/V92yuv>**IMPORTANT:**

- ✓ *The information given above will be used to book your child's flight.
Therefore, it must exactly match the details on the actual Passport or DNI.*
- ✓ *Passports/DNI will not be collected by the school before the flight.
It is your responsibility to take the correct travel documentation to the airport for the check-in.*
- ✓ *Private medical insurance does not replace the need for the EHIC. Please do not present this information as an alternative.*



Emergency contact (Provide at least one legal guardian and a telephone number)

Name _____ Relationship to child _____ Tel _____

Name _____ Relationship to child _____ Tel _____

The school will check this information for changes shortly before the trip.

To return this form...

*Step 1 You must **include a photocopy of the passport or DNI** with this form.*

*Also include a **photocopy of the EHIC** if you already have this card.*

Step 2 Seal the completed form and photocopies into the labelled envelope provided.

*Step 3 Instruct your child to return the envelope to _____ before _____ **2017**.*

Signature _____

Print Name _____ **Date** _____

Child Visitor Visa

❖ **A Passport Not Issued Within The European Economic Union Requires An Additional Visa.**

If the passport was not issued within the European Economic Union, you will also need a **Child Visitor Visa** to visit Britain. This requires a physical appointment in Madrid to obtain biometric data from the child, and it can take up to 3 months to process. You need to take action now.

Check here to see if a Visa is required: www.gov.uk/check-uk-visa

Permission To Travel (Permiso Paterno Para Viajar)

- ❖ All Spanish nationals under 14 years old are required to obtain an official parental authorisation document when travelling abroad without their parents. This is easily obtained from any local National Police or Guardia Civil station. Non-nationals traveling with a passport do not need to obtain this document.



Form 9 – Permiso para Viajar

Por la presente, Julian M. Clark, en calidad de director y en representación del centro The British School of Gran Canaria, con código de centro educativo número 35006382, con CIF G-35027465, sito en la Carretera de Marzagán s/n, en la localidad El Sabinal en el municipio de Las Palmas de Gran Canaria,

CERTIFICO:

Que los alumnos incluidos en el siguiente listado forman parte de un grupo de viaje escolar que se desplazará al Reino Unido entre los días ____ y ____ de _____ de 2017.

PROFESORES RESPONSABLES

Nº	ALUMNO/A
1	
2	
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Y para que así conste y surta efecto a los interesados, firmo y sello en Las Palmas de GC, a ____ de _____ de 2017.

Julian M. Clark
Director

FORM 10 <input type="checkbox"/> Tafira <input type="checkbox"/> South		Nº SINIESTRO	Nº Poliza 59911990
DECLARACION DATOS PERSONALES			
TOMADOR DEL SEGURO/ NAME OF STUDENT			FECHA DE NACIMIENTO/ DOB:
ASEGURADO BRITISH SCHOOL OF GRAN CANARIA - TAFIRA			
PROFESION ESTUDIANTE		DOMICILIO	

FECHA Y HORA EN QUE SE PRODUJO EL ACCIDENTE / DATE AND TIME OF ACCIDENT DÍA/DAY MES /MONTH 2017 A LAS/ AT DE LA <input type="checkbox"/> MAÑANA / AM <input type="checkbox"/> TARDE /PM	
LUGAR EN QUE SE PRODUJO EL ACCIDENTE/ PLACE OF ACCIDENT	
TRABAJO O ACCION QUE EJECUTABA EL ASEGURADO/ What was student doing when accident occurred?	
DESCRIPCION DETALLADA DE LAS CIRCUNSTANCIAS QUE CONCURRIERON EN EL ACCIDENTE (Se ruega la mayor cantidad de detalles) Detailed explanation of all circumstances involved in the accident, please be explicit.	
PERSONAS QUE PRESENCIARON EL ACCIDENTE Whitnesses of accident.	
MEDICO QUE REALIZO LA PRIMERA CURA	FECHA EN QUE HIZO EFECTIVO EL ÚLTIMO RECIBO

FECHA Y HORA EN QUE RECONOCIO AL LESIONADO		<input type="checkbox"/> mañana
EL	DE	DE 2016 A LAS DE LA <input type="checkbox"/> tarde
DIAGNOSTICO DE LAS LESIONES QUE PRESENTA		
TRATAMIENTO AL QUE EL LESIONADO QUEDA SOMETIDO		
EL LESIONADO PRESENTA ALGUNA ENFERMEDAD O DEFECTO FISICO		<input type="checkbox"/> SI <input type="checkbox"/> NO
EN CASO AFIRMATIVO INDICAN SI HA INFLUIDO EN EL ACCIDENTE O SUS CONSECUENCIAS		
POSIBLE EL FALLECIMIENTO O INCAPACIDAD PERMANENTE DEL LESIONADO		<input type="checkbox"/> SI <input type="checkbox"/> NO
SI SOLO ORIGINA INCAPACIDAD TEMPORAL, DETERMINAR NUMERO DE DIAS DE		
INCAPACIDAD TOTAL	INCAPACIDAD PARCIAL	
-----	-----	
ESPECIFICAR SI EL LESIONADO PASA A SU DOMICILIO O ES INTERNADO EN CLINICA O SANATORIO		
RECETAS FARMACEUTICAS EXTENDIDAS		

Mar de Azores, s/n
El Hornillo
35100 Maspalomas
Tel: 928 142 494 Fax: 928 148 573

This Form is the School's Accident Insurance Policy for pupils. Use the form in case of an injury needing urgent medical attention, i.e. visit hospital A&E unit.

Follow these steps:

1. Phone school at 928 35 11 67
 - explain incident
 - if needed, request an ambulance to be sent to the venue
 - inform office to contact parents.
2. Complete blue sections of this form.
3. One staff to accompany injured pupil in the ambulance
4. Form handed in when entering the Emergency Room. Explain it is a School Accident while in a School visit or trip.

Hospitals used by BSGC

The British School of Gran Canaria, Emergency Room at:

- Hospital Materno Infantil – URGENCIAS
- Clínica Santa Catalina - URGENCIAS
- Clínica Perpetuo Socorro – URGENCIAS
- Clínica San Roque - URGENCIAS

The British School of Gran Canaria (South) Emergency Room at:

- Hospital Materno Infantil - URGENCIAS
- Hospital San Roque Meloneras – URGENCIAS
- Clínica Roca - URGENCIAS



INTERNAL ACCIDENT FORM

Form 11 - to be completed in case of any accident or incident

Student's Name and Year Group:

Date:

Nature of Injury:

Nature / Cause of Accident:

Action Taken:

Signature:

Date: