



INTRODUCTION

1. Children can derive a good deal of educational

1. RESPONSIBILITIES FOR VISITS

Legal framework

6. Under the U.K. Health and Safety at Work etc. Act 1974 employers are responsible for the health, safety and welfare at work of their employees. Employers are also under a duty to ensure, so far as is reasonably practicable, the health and safety of anyone else on the premises or anyone who may be affected by their activities. This includes participants in off-site visits. If we are to adopt the best of British practice, we, at the British School, should work to the same principles.
7. **Currently there is no legislation under Omani law that is applicable. The School will therefore follow best British Practice.**
8. The Management of Health and Safety at Work Regulations 1992 (U.K.), made under the 1974 Act, require employers to:
 - assess the risks of activities (see **Risk assessment** in Chapter 2 (paragraphs 32 - 41);
 - introduce measures to control those risks;
 - tell their employees about these measures.

Also under the Health and Safety legislation employees must:

- take reasonable care of their own and others' health and safety;
- cooperate with their employers over safety matters;
- carry out activities in accordance with training and instructions;
- inform the employer of any

13. The Leadership Team at BSS

The Leadership Team at BSS should ensure a risk based control framework exists for the safety of our children and staff on educational visits. This control framework should provide assurance that School Leadership and Teachers comply with this policy

- provide clear written guidelines for teachers including advice on risk assessment;

- assess proposals for certain types of visit;

- provide emergency telephone contact for the duration of the visit where necessary;

- ensure training needs have been addressed;

- provide access to named staff for advice;

- maintain appropriate insurance cover;

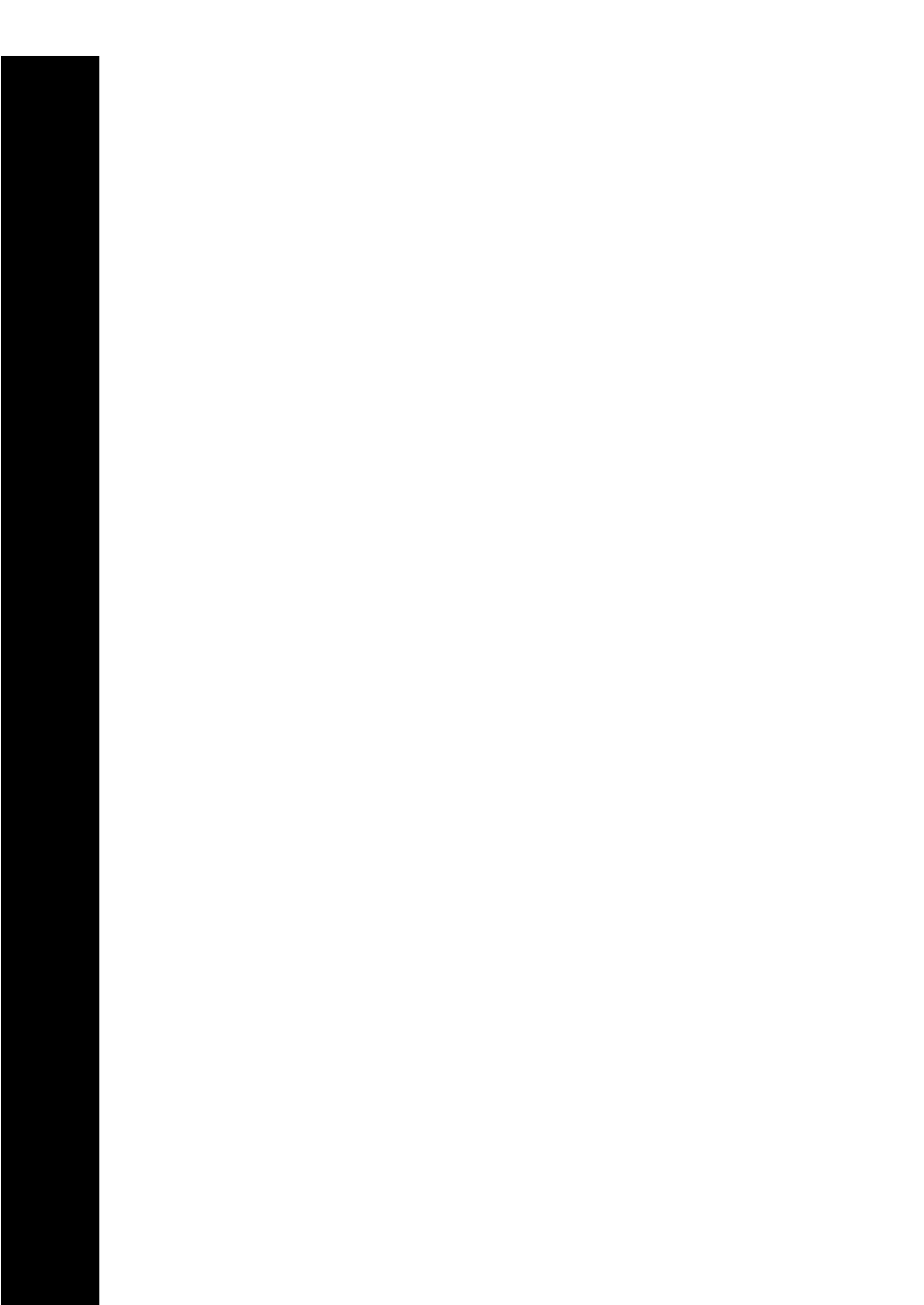
- have in place procedures to monitor and review safety during off-site visits and activities.

Head of School

14. The Head of School should:

- ensure that the visit has a specific and stated objective;

- ensure that group leader shows how their plans comply with the school's policy guidelines, including the school's health and safety policy document and that group leader reports back after the visit;



there is a contingency plan for any delays including a late return home.

Group leader

18. One teacher, the group leader, should have overall responsibility for the supervision and conduct of the visit and should have regard to the health and safety of the group. However, the group leader must not be the designated first aider. The group leader should have been appointed or approved by the Head of School. The group leader should:

obtain the head teacher's ...

ensure that group supervisors and the school contact have a copy of the emergency procedures;

ensure that the group's teachers and other supervisors have the details of pupils'

follow the instructions of the leader and other supervisors including those at the venue of the visit;

dress and behave sensibly and responsibly and be sensitive to local codes and customs;

look out for anything that might hurt or threaten themselves or anyone in the group and tell the group leader or supervisor about it.

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

Parents

24. Parents should be able to make an informed decision on whether their child should go on the visit. The group leader should ensure that parents are given sufficient information in writing and are invited to any briefing sessions.

25. The group leader should also tell parents how they can help prepare their child for the visit by, for example, reinforcing the visit's code of conduct. Parents should also be asked to agree to the arrangements for sending a pupil home early and who will meet the cost.

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

27. Parents will need to:

provide the group leader with emergency contact number(s);

sign the consent form (see Model Form 6 in Chapter 11);

give the group leader information about their child's emotional, psychological and physicalpa

2. PLANNING VISITS

General

29. Whether the visit is to a local park, museum or swimming pool, or includes a residential stay in Oman or abroad, it is essential that formal planning takes place before setting off. This involves considering the dangers and difficulties which may arise and making plans to reduce them. The Head of School - who is responsible for planning visits - will usually delegate the detailed planning to the organiser of the visit or the group leader. The Head of School must satisfy his/herself that the person planning the visit is competent to do so and has the necessary relevant experience.
30. The Head of School should satisfy themselves that the visit has been planned effectively and that risks are minimised.

Risk assessment

31. In practice, risk assessments are always carried out by the group leader. An assessment should be completed well before the visit, and should be approved by the Head of School in all cases. (see risk assessment Form 3 Chapter 11).
32. A risk assessment for a visit need not be complex but it should be comprehensive. It does not generally require technical formulae or professional health and safety expertise. But specialised information for some visits may be necessary and the Head of School should ensure that the person assessing the risks is competent to do so.
33. A formal assessment of the risks that might be met on a visit should have the aim of preventing the risks or reducing them. Pupils must not be placed in situations which expose them to an unacceptable level of risk. Safety must always be the prime consideration. If the risks cannot be contained then the visit must not take place.
34. The risk assessment should be based on the following considerations:
- what are the hazards?
 - who might be affected by them?
 - what safety measures need to be in place to reduce risks to an acceptable level?
 - can the group leader put the safety measures in place?
 - what steps will be taken in an emergency? Please bear in mind that outside Salalah, ambulance services do not exist in many locations, so if immediate emergency response is required, this will have to be arranged in advance.



35. The person carrying out the risk assessment should record it and give copies to all teachers/supervisors on the visit, with details of the measures they should take to avoid or reduce the risks. The Head of School should also be given a copy so that approval, as necessary, can be given with a clear understanding that effective planning has taken place.
36. Frequent visits to local venues such as swimming pools may not need a risk assessment every time. Nevertheless, it is essential not to become complacent. A generic assessment of the risks of such visits should be made at regular intervals, and careful monitoring should take place.
37. The group leader and other supervisors should monitor the risks throughout the visit and take appropriate action as necessary.
38. Before booking a visit the group leader should obtain a written or documentary assurance that providers such as tour operators have themselves assessed the risks and have appropriate safety measures in place. Please note within Oman, there are no regulations for tour operators to have or provide full assurance and medical repatriation.
39. Detailed advice on risk assessment can be obtained from the Health and Safety Executive (U.K.), which has issued a revision of its booklet, **Form 3 in Chapter 11 for a basic risk assessment format.**
40. The group leader should take the following factors into consideration when assessing the risks:
- the type of visit/activity and the level at which it is being undertaken;
 - the location, routes and modes of transport;
 - the competence, experience and qualifications of supervisory staff;
 - the ratios of teachers and supervisory staff to pupils;
 - the group members' age, competence, fitness and temperament and

41. An exploratory visit shall be made by any teacher who is to lead a group abroad or on a residential visit or who is to instruct or lead the group in an outdoor activity such as trekking in a location that is not familiar to them.

42. In other cases the group leader should undertake an exploratory visit, wherever that is possible, to:

ensure at first hand that the venue is suitable to meet the aims and objectives of the school visit;

obtain nvisit

53. Full payment for residential visits should be completed at least one week in advance of the departure date. Failure to do so may result in the loss of a place on the trip.
54. If a child is unable to attend a visit the school should be notified in writing for the deposit to be reimbursed. Full payment will be reimbursed at the discretion of the Accounts Manager..

First aid

55. First aid should form part of the risk assessment. Before undertaking any off-site activities the group leader should assess what level of first aid might be needed. On any kind of visit the group leader should have a good working knowledge of first aid and ensure that an adequate first-aid box is taken. For adventurous activities, visits abroad or residential visits at least one of the group's teachers or adult helpers will be a fully-trained first-aider. All adults in the group should know the emergency procedures plan.
56. The First Aider, where possible, should be a member of the teaching staff. If this is not possible, a parent first aider should be designated. The designated first aider should be named in the second proposal to the Head of School. See Form 2.
57. The minimum first-aid provision for a visit is:

a suitably stocked first-aid box;

a person appointed to be in charge of first-aid arrangements.

on residential visits the first aider should hold a 'sick call' each morning to encourage pupils to report any illness and to review any cases already reported.

Other considerations when considering first-aid needs should include:

the numbers in the group and the nature of the activity;

the likely injuries and how effective first aid would be;

the distance of the nearest hospital; and how the casualty will get to the hospital, especially if outside the Muscat Municipality.

the telephone numbers of the nearest hospital and also the emergency services telephone numbers.

if there is any doubt with regard to the treatment or recovery time of a reported injury the group leader should immediately contact the School Nurse at BSM for advice.

58. First aid should be available and accessible at all times. The minimum contents for a travelling first-aid box where no special risk has been identified is as follows:

a leaflet giving general advice on first aid;

six individually wrapped sterile adhesive dressings;

3. SUPERVISION

Ratios

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

sex, age and ability of group;

pupils with special educational or medical needs;

nature of activities;

1 adult for every 8 pupils in school years 4 to 6;

1 adult for every 10 pupils in school year 7 onwards.

63. All residential visits with mixed groups will need a teacher from each sex.

64. There should be a minimum of one teacher in charge. For ratios for swimming see Chapter 8, paragraphs 161 - 163.

65. In addition to theapter

4. PREPARING PUPILS

General

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

81. Pupils should also be involved in planning, implementing and evaluating their own curricular work and have opportunities to take different roles within an activity. This

money;

maps and plans and any other information for them to act effectively;

location of local telephones and the appropriate coins;

a knowledge of how to summon help;

a knowledge of out of bounds areas or activities;

identity cards and a rendezvous point.

91. It is important that pupils are told not to go off on their own, are given clear instructions about permitted remote supervised activities and understand and accept the ground rules. See **Remote supervision** in Chapter 3 paragraphs 74 - 76 and for **Remote supervision during adventurous activities** see Chapter 8 paragraphs 150 - 154.

Transport and pupils

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

Intervene if you believe the vehicle you are travelling is going too fast or not obeying traffic signals.

arrive on time and wait for the transport in a safe place;

do not rush towards the transport when it arrives;

wear your seatbelt and stay seated whilst travelling on transport;

never tamper with any of the vehicle's equipment or driving controls;

bags must not block aisles or cause obstructions;

never attempt to get on or off the moving transport;

never lean out of or throw things from the window of the transport;

never get off a vehicle held up by traffic lights or in traffic;

never run about or pass someone on steps or stairs while transport is moving;

never kneel or stand on seats;

never throw objects on the transport;

never distract or disturb the driver or impede the driver's vision;

stay clear of doors after boarding or leaving the transport;

after leaving the vehicle, always wait for it to move off before crossing the road;

crossing the road one adult to stand in the road to ensure all traffic is stopped, one to go ahead and one to bring up the tail;

Individuals are to be reminded to always look left, right and left before crossing the road;

if you feel unwell, tell a teacher or supervisor.

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

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parental permission if the pupil needs to administer their own medication or agreement for a volunteer teacher to administer;

information on any allergies/phobias;

information on any special dietary requirements;

information on any toileting difficulties, special equipment or aids to daily living;

special transport needs for pupils who require help with mobility.

98. All teachers supervising the visit should be given the opportunity to talk through any concerns they may have about their ability to support the child. Madminwit

5. COMMUNICATING WITH PARENTS

General

103. Parents should be informed in writing of any off-site activity or visit unless it is a regular part of the school curriculum which parents have already been informed about through the school prospectus or a letter. Seeking annual consent for such routine visits may be appropriate.

Information to Parents

104. Before residential

details of insurance taken out for the group as a whole in respect of luggage, accident, cancellation, medical cover, any exceptions in the policy and whether parents need to arrange additional cover;

clothing and equipment to be taken;

money to be taken;

communication arrangements between parents and pupils, parents and school contact etc.

the information to be given by parents and what they will be asked to consent to;

on exchange visits, the details of the host families. For example, whether they have hosted any of the school's pupils before;

details on the cost of the visit. See **Financial planning** paragraphs 49 - 51 and **Charging for visits** paragraphs 52 - 55 in Chapter 2.

Parental consent

106. Group leaders should seek consent for:

any

6. PLANNING TRANSPORT

General

117. Driving can be dangerous outside Salalah; there is a risk of hitting wandering camels and goats on the road. Rainfall can cause sudden and severe flooding in dry riverbeds and on roads that cross them. The standard of Omani roads is generally good. Driving standards in Oman are not always as disciplined as those in the UK, and the rate of traffic accidents in Oman is significantly higher. A recent WHO report rated Oman in the bottom 10 worldwide for road safety when ranking road accident fatalities per 100,000 of the population.

Selection of a mode transport with the approved transport provider is mandatory. If the mode of transport is not available, the visit should be rescheduled and if this is not possible cancelled,

The number of driving hours required for the journey and length of the driver's day (including non-driving hours); this should also include consideration if the driver has to travel long distances on pick-ups. The risk assessment should consider all driving hours and routing for all trips out of Salalah.

passenger safety;

the competence and training of the driver to drive the proposed vehicle and whether the driver holds the appropriate valid licence;

capacity and experience of driver to maintain concentration - whether more than one driver is needed to avoid driver fatigue;

type of journey - will the visit take place locally or will it include long distance driving i.e. motorways?

traffic conditions;

contingency funds and arrangements in case of breakdown/emergency;

appropriate insurance cover;

weather;

journey time and distance;

stopping points on long journeys for toilet and refreshments;

supervision;

Transport arrangements in Oman are to be routed through the Accounts & Operations Manager. Use form 12.

A checklist for hire vehicles is attached at the end of this section.

The selection of the required approved transport should comply with the following table :-

Parents must bring the named booster seat to school on the morning of the trip and leave it in the allocated area.

Trip helpers will secure pupils in seats on the coach prior to departure.

Booster seats will be taken off the coach at the end of the trip and located back in the allocated area in the bottom car park where it is the responsibility of parents to collect.

Please note that the school will not be liable for any loss or damage to booster cushions.

High back booster seat
(seat belt fits over the front)

Booster cushion

5 point booster/car seat (seat
belt fitted at the back)

and the UK Green Cross Code. Pedestrian crossings and traffic lights or footbridges should be used to cross roads, whenever possible.

It should be noted that extreme caution should be taken on all pedestrian crossings and traffic lights in GCC countries as there are many “runovers” caused by unsafe driving. If at all possible avoid crossing roads and use footbridges or under passes or alter your route.

the speed of travel. This is an excellent control measure that reduces the risk considerably of speeding and collision. Coaches are not allowed over flyovers so the group leader should plan an appropriate route to enable this.

127. Visits that involve trips to the desert or anywhere out of GSM range should have a 4X4 vehicle to accompany the coach.

Hiring coaches and buses

128. The group leader is responsible for ensuring that coaches and buses are hired using Form 12 via the Accounts Office. When booking transport, the group leader should ensure that seat belts are available for pupils and on arrival the teacher should ensure that the simple safety checklist contained within the transport checklist for excursions has been completed. Part two should then be completed at the end of the journey and sent to the member of staff responsible for booking transport.

129. If any of the group uses a wheelchair, the group leader should ensure that transport used

HIRE VEHICLE DRIVERS CHECKLIST

| Serial | Subject | Checked | Comments | | | |
|--------|---|---------|--------------------|-------|-------------------|-------|
| 1. | Tyres: | | | | | |
| | Tread (minimum of 3mm across whole tyre) | | | | | |
| | Pressure; correctly inflated | | | | | |
| | Spare tyre fitted in good condition | | | | | |
| | Tyre changing kit present | | | | | |
| 2. | Glass intact; no cracks/chips that would inhibit vision | | | | | |
| 3. | Mirrors; side and rear view fitted and correctly set | | | | | |
| 4. | Lights | | | | | |
| | Headlights; dip and beam | | | | | |
| | Side lights | | | | | |
| | Indicators; left/right, front/rear | | | | | |
| | Reversing light | | | | | |
| | Brake lights | | | | | |
| | Fog lights | | | | | |
| 5. | Fluid levels: | | | | | |
| | Engine oil | | | | | |
| | Screen wash | | | | | |
| | Radiator level | | | | | |
| | Brake | | | | | |
| | Clutch | | | | | |
| | Transmission (automatic) | | | | | |
| 6. | Seatbelts; functioning for all passengers | | | | | |
| 7. | Brakes: | | | | | |
| | Foot brake test | | | | | |
| | Handbrake test | | | | | |
| | Parking brake (automatic) test | | | | | |
| 8. | Steering wheel; check for no undue play or pulling left/right | | | | | |
| 9. | Vehicle condition: | | | | | |
| | Exterior; rust, dents, scratches | | | | | |
| | Interior; cleanliness | | | | | |
| 10. | Fuel; petrol or diesel | | | | | |
| 11. | Safety/survival Equipment: | | | | | |
| | Item | Check | Item | Check | Item | Check |
| | Fire extinguisher | | Hi visibility vest | | Warning triangle | |
| | 1 st Aid kit | | Water | | Tow rope | |
| | Glass breaker | | Fuel | | Insurance details | |
| | Seat belt cutter | | Shovel | | Emergency numbers | |

Transport Checklist for School Trips

Trip Details to be completed by Accounts & Operations Manager

Trip Name

Destination

Year Group

Number of children

Coach Company

Coach VRN

Journey Checklist – Trip Leader

Note:- to be conducted during the journey, to ensure compliance to speed requirements, road traffic regulations

| <u>Item</u> | <u>Check</u> | <u>Trip Leader Comments</u> |
|--------------------------------------|--------------|-----------------------------|
| Incidents of over speeding | Yes/No | |
| Incidents of harsh braking | Yes/No | |
| Following road traffic signals | Yes/No | |
| Phone usage by driver whilst driving | Yes/No | |
| Coach running okay, no unsafe | | |
| <u>Other Events/Safety Feedback</u> | | |
| | | |

Signed :- _____ Date :- _____

Note:- Signed and completed form to Accounts & Operations Manager for filing, will be used for any immediate recommendations and for improving future transport service and provider.

7. INSURANCE

General

135. The group leader must ensure, well before the group departs, that adequate insurance arrangements are in place. Advice regarding cover and arrangements can be obtained through the Bursar.
136. The Group Leader should write to the parents to tell them which responsibilities the school accepts and the scope of any insurance cover the school is to arrange. It is advisable to make copies of the insurance schedule available to parents as early

138. Additional arrangements may be necessary to obtain insurance cover for activities abroad and activities of a potentially hazardous nature. The Group Leader should scrutinise carefully the list of exclusions in the policy. If there is any doubt about the cover the Accounts

8. TYPES OF VISIT

Adventure activities using licensed/commercial Providers

144. When planning to use adventure activity facilities offered by a commercial company the group leader should follow the policy of the school and check:

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

Higher- Risk Activities

145. In the U.K. the following activities - if undertaken by young people under 18 years unaccompanied by a parent - need a licence when commercial companies sell them, or when local authorities provide them with or without a charge. We at BSS refer to them as 'higher-risk' activities:

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

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

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

watersports: this comprises diving, sailing, canoeing,

School-led adventure activities

152. If a member of the school staff is to organise, lead and instruct pupils on adventure activities they should complete the checks set out in this booklet under **Risk assessment** in Chapter 2 paragraphs 32 - 41.
153. The Head of School should satisfy himself that:
- the group leader and other supervisors are competent to act as leaders and/or instructors of pupils in the activity - bearing
 - the group leader is competent in safety procedures and the planning of adventurous visits;
 - an appropriate risk assessment has been completed;
 - the supervision will be appropriate;
 - there is adequate first aid provision, expertise and equipment within the group;
 - the emergency procedures include activity-specific measures and that supervisors are competent to carry them out;
 - the equipment is appropriate, safe and in good condition;
 - every pupil is suited to the activity and is properly prepared and equipped.
154. See Form 1 in Chapter 11 which sets out a format for seeking initial approval for a visit.

Remote supervision during adventurous activities

155. Some adventurous activities - such as those under the International Award - require pupils to work in small groups without direct supervision. Particular attention needs to be given to the information provided to pupils before supervision can be withdrawn.
156. The training given to pupils must be sound and thorough and should be assessed separately. The instructor should have the appropriate qualifications or experience to provide training in the activity. The group leader should be satisfied that the pupils have acquired the necessary skills and have the necessary experience, confidence, physical ability and judgement to be left without direct supervision.
157. The withdrawal of direct supervision should be a gradual four stage process:
- accompanying the group;
 - shadowing the group;
 - checking regularly at agreed locations;

164. At BSS the ratio of **1 adult to 8** pupils is a minimum. The group leader should assess the risks and consider an appropriate safe supervision level for their particular group **before parents give their permission for the activity to take place.**

165. The group leader should:

be aware that many children who drown are strong swimmers;

ascertain for themselves the level of the pupil's swimming ability;

be aware of the local conditions - such as currents, weeds, a shelving, uneven or unstable bottom - using local information from the lifeguard, the local coastguard (harbour master / lifeguard / tourist information);

designate a safe area of water for use by the group;

be aware of hazardous marine life;

be aware of the dangerous effects of sudden immersion in cold water;

be aware of the dangers of paddling especially for young pupils;

ensure that pupils have not eaten (at least half an hour) before swimming;

ensure the activity is suitable for the pupils, especially any with disabilities;

” **Head** and explain the signals of distress and recall.

Swimming pools

Head

Head teachers will be aware of their local swimming pool facilities for curricular or extra-curricular activities.

where there is no

place their faces against the animals or put their hands in their own mouths after feeding the animals;

eat until they have washed their hands;

sample any animal foodstuffs;

drink from farm taps (other than in designated public facilities);

ride on tractors or other machines;

play in the farm area.

172. Further advice is contained in the DfES's letter dated 9 Jun 2008.

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ensure that the whole group are aware of the lay-out of the accommodation, its fire precautions/exits (are instructions in English or otherwise clear?), its regulations and routine, and that everyone can identify key personnel;

security arrangements - where the reception is not staffed 24 hours a day, security arrangements should be in force to stop unauthorised visitors;

the manager of the accommodation should be asked for assurances that the staff, including temporary workers, have been checked as suitable for work with young people. See also **Vetting suitability** in Chapter 3 paragraphs 69 - 70;

locks on doors should work in the group's rooms but appropriate access should be available to teachers at all times;

there should be drying facilities **if necessary**;

if appropriate to the type of visit, there should be adequate space for storing clothes, luggage, equipment etc., and for the safekeeping of valuables;

adequate lighting - it is advisable to bring a torch;

there should be provision for pupils with special needs and those who fall sick;

9. VISITS ABROAD

General

177. Travelling abroad can be hugely rewarding for pupils and adults alike, but it is important that careful preparation takes place. Much of the earlier information in this policy applies to visits abroad, but there are some additional factors that need to be considered. **The group leader should always comply with the school policy on visits abroad.** School visits abroad can be made in a number of ways.

Organising your own visit

178. The Head of School or group leader may decide to organise a package abroad without the help of an outside body. Package organisers in the U.K. have responsibilities under Directive 90/314/EEC. **However, in Oman there are no directives which govern commercial package organisers. The Principal must be satisfied that the company to be used is a reputable one.**

Organising your own transport

179. Group leaders should ensure that drivers taking groups abroad are familiar with driving the coach or minibus in the countries being visited and those en route. EC regulations require the fitment and use of a tachograph and prescribe maximum limits on driving time and minimum requirements for breaks and rest periods. These regulations apply for most drivers of school passenger vehicles when undertaking an international journey. Different licence requirements would normally apply for driving in non-EU countries. DETR can provide advice on the relevant transport legislation.

180. Factors to consider when travelling abroad include relevant

the need to be aware

apply and

buy if

and tour operators selling air seats or packages with an air transport element (Air Travel Organisers Licence or A

Head teachers or group leaders who decide to arrange travel independently may also seek the advice and help of the UK Foreign and Commonwealth Office's (FCO) Travel Advice Unit. The Unit's purpose is to help intending travellers to avoid trouble abroad. It can provide information on threats to personal safety arising from political unrest, lawlessness, violence etc.

Planning and preparation

186. It is good practice that an

culture e.g. body language, rules and regulations of behaviour, dress codes, local customs, attitudes to gender etc;

drugs, alcohol-usage;

food and drink - group members should be warned of the dangers of drinking tap water in certain countries. In some countries it is safer to drink bottled water, and care needs to be taken with raw vegetables, salads and unpeeled fruit, raw shellfish, underdone meat or fish;

money - how to carry money and valuables discreetly e.g. money belts, zip armlets. If larger amounts of money will be needed, it is advisable to take travellers cheques;

how to use phones abroad, money required and the code for phoning home;

what to do in an emergency. See **Emergencies** in this chapter, paragraphs 199 - 202, and Chapter 10 **Emergency Procedures**.

Briefing meeting for parents

If

109. It is particulara an

Visas/passports

194. The group leader should ensure that all members of the group have valid passports and visas (if appropriate) in the early stages of planning the trip.
195. Photocopies of the group's passports should be taken for emergency use. Otherwise there can be problems if someone other than the designated leader has to accompany an injured pupil back to Oman.

Nationality

196. The group leader should ensure well in advance, that all pupils, regardless of m

location and 'phone numbers of British Embassy or Consulate;

passport sized photographs of the pupils and of the adults in the group.

Information retained at the school

199. Full details of the visit should be retained at school by the main office secretary while the visit is in progress. This should include:

the itinerary and contact telephone number/address of the group;

a list of group members and their details;

contact names, addresses, telephone numbers of the parents and next of kin of all members of the party, staff and pupils;

copies of parental consent forms;

copies of travel documents, insurance documents, medical papers;

a copy of the contract with the centre/hotel etc., if appropriate.

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

205. The group leader and supervisors should know where the nearest British Embassy or Consulate is located and the telephone number. Depending on the age of the pupils, it may be appropriate to ensure that they have this information to hand. The group leader should also let the Consular section of the British Embassy in the Country to which the trip is travelling have a list of British and Commonwealth students taking part. The group leader should also check

satisfactory 'pairing' arrangements. The partner school should tell the host families of any special, medical or dietary needs of their guests, age and gender;

matches should be appropriate;

parents, pupils and the host school should be clear about the arrangements for collecting and distributing pupils to families, and for transporting pupils throughout the visit;

the Principal should retain a list of all the children involved and their family names and addresses;

pupils living with host families should have easy access to their teachers, usually by telephone;

parents should be made aware that their children living with host families will not always be under direct teacher-supervision.

Vetting host families

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

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

10. EMERGENCY PROCEDURES

General

215. Teachers in charge of pupils during a visit have a duty of care to make sure that the pupils are safe and healthy. They also have a common law duty to act as



and parents. Parents should be kept as well informed as possible at all stages of the emergency;

liaison with the Board of Governors. The school contact should act as a link between the group and Head of School and arrange for the group to receive assistance, if necessary. The Head of School should act as a link to the chair of governors;

liaison with media contact. If a serious incident occurs, the school contact should liaise with the designated media contact (Head of School) as soon as possible;

the reporting of the incident using appropriate forms, if necessary.

Media contact

224. The media contact (Head of School) should liaise with the school b



INCIDENT MANAGEMENT

1. In the event that an incident occurs involving a pupil or member of staff on a School trip please follow the guidelines below:
 - 1.1. Carry out immediate action, as required, to deal with the incident.
 - 1.2. Report the incident to the School, normally the Head of School, if there are repercussions that need managing i.e. involvement of the local authorities, student being returned to home, threat to security, etc.
 - 1.3. The following details are required as they become available:
 - a. Date
 - b.

4. Dealing with authorities.

- 4.1. If the incident involves the local authorities of the host country remain polite and cooperative at all times.
- 4.2. If the incident occurs within Oman contact the School Interpreter for assistance as soon as possible. Fahad Baker - 99365618 (based in Muscat)
- 4.3. If the incident occurs outside of Oman ensure that the British Embassy is informed as soon as possible and get them to either inform any other embassies as required or provide the necessary contact details for the group leader to do so.

5. Post incident report.

- 5.1. When an incident occurs nominate one responsible adult to maintain a log of all actions being taken including timings, those involved, phone calls etc.
- 5.2. Prepare a written report as soon as possible after the event to ensure that all the details are recorded accurately in case of any future follow up. Structure the report using the sub headings in paragraph 1.3
- 5.3. Add a final paragraph detailing 'lessons learnt' to prevent a recurrence where possible.

CHAPTER 11 - FORMS

Link [here](#) to forms

| | |
|---------|--|
| Form 1 | Initial Application for Approval by the Principal of Short / Residential Visit |
| Form 2A | Detailed Proposal for Residential Visit |
| Form 2B | Detailed Proposal for Short Visit |
| Form 3 | Risk Assessment |
| Form 4 | Evaluation of the Visit |
| Form 5 | Checklist for Pupils going on a Residential Visit |
| Form 6A | Parental Consent for a School Visit |
| Form 6B | Parental Consent for a school Residential Visit |
| Form 7 | Consent Form for Swimming Activities or Activities where being able to swim is Essential |
| Form 8 | Emergency Contact List |
| Form 9 | Emergency Contact Information (to be held by the School Contact) |
| Form 10 | Off-site Swimming Pool Checklist |
| Form 11 | To be added to School trip letters |
| Form 12 | Coach Booking form |