



FOUNDED 1930
THE ENGLISH SCHOOL
A SECOND CENTURY OF EXCELLENCE

Procedures and Guidelines for Educational Visits

The English School

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Ratified by	The Headmaster
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The rationale

The aim of this document is to provide guidance to all those involved in planning and carrying out educational trips and visits.

Within this document the term educational visits and/or trips refers to:

'all academic, sporting, cultural, creative and personal development activities, which take place away from school and make a significant contribution to learning and development of those participating'.

The School fully supports such trips/visits as it recognises the tremendous personal value that young people participating will gain as a result of such experiences. In particular, they have opportunities to participate in activities and gain from experiences not available in the normal classroom setting. Such educational visits help young people to develop a wide range of valuable personal and social skills.

Even though the majority of educational visits take place without incident, it is our belief that good planning and attention to safety will ensure that young people engage in educational visits in a safe and protected manner that will limit the seriousness on any incidents that may occur.

The School also recognises the dedication and hard work that teachers put into making all types of visits happen and acknowledges the degree of professionalism shown by school staff who willingly take on these extra responsibilities.

This guidance has been developed in order to underpin the planning and implementation processes required for the successful and safe completion of Educational Visits.

Categories of Educational Visits

Category A

This category includes non-residential, domestic visits that normally have low-risk activities. The types of visits that fall into Category A are:

- Walking in parks or non-remote country paths
- Field studies in environments presenting no technical hazards
- Regular locally based activities such as sporting events, environmental studies in the local park, visits to local shops, businesses, animal farms etc.
- Special day visits further afield e.g. to museums, theatres, seasonal events etc.
- Non-adventure sporting activities – not involving an overnight stay
- Any other local visits of a similar nature described above

Category B

This category includes local visits that involve a higher profile or have low to medium risk activities. Usually these are residential visits of one or more nights within Cyprus.

Types of visits that fall into Category B will include the following:

- Visits which involve an overnight stay anywhere on the island
- Camping
- Visits involving outdoor and adventurous activities like mountain climbing, walking in rough terrain etc
- Any other local visit of a similar nature

Category C

This is the category where the level of risk involved may range from medium to high. This category normally includes trips abroad, but it may also include local trips that are also seen to be of medium to high risk.

Visits that fall into Category C will include activities that are:

- In water, or near water where the presence of water poses a significant risk to the activity
- In winter conditions
- On or near cliffs or steep terrain
- In an area subject to extremes of weather or environmental change
- In developing countries or those with civil unrest
- Visits in environments that would pose high risks, e.g. walking in wild country areas such, gorges, desert land, wildlife land etc
- In areas/cities where the threat of a terrorist attack is seen to be high

Roles and responsibilities

School

The responsibility for any educational visit rests with the School organising the activity

The Headmaster

It will normally be the Head Teacher after discussion with the SL responsible for Educational Visits/Educational Visits Coordinator, from whom permission may be obtained before a visit takes place. This applies for Category B and C visits.

Assistant Head i/c of Educational Visits/EVC

It is the responsibility of the Assistant Head i/c of Educational Visits to ensure that all guidelines and procedures are adhered to before approval is granted for any activity. The Assistant Head i/c of Educational Visits is ultimately accountable to the Head Teacher, the parents and the BoM. The Assistant Head i/c Educational Visits will check that an educational visit satisfies the follow criteria:

- A competent group leader is selected
- All necessary arrangements and preparations have been completed including risk assessment, before the visit begins
- All relevant checks have been undertaken where an external provider is to be used
- The group leader has taken reasonable steps to familiarise him/herself with the location where the visit will take place
- The ratio of leaders, i.e. teachers to pupils is appropriate
- All procedures have been followed in planning the visit
- There is adequate and relevant insurance cover
- The group leader and accompanying staff are aware of the risk assessment undertaken and the agreed emergency contingency procedures
- The group leader and accompanying staff have all relevant information on the group members
- Any arrangements which may be required for the early return of individual participants have been established
- There is transparency and the principle of equality of opportunity is adhered to throughout
- Emergency contacts have been assigned

The Group Leader

The group leader has a significant role to play in the successful and safe completion of an educational visit. The group leader should:

- Obtain prior agreement and approval before any off-site visit takes place
- Adhere to all procedures (including emergency guidelines once on site)
- Undertake and complete the planning and preparation for the visit including the briefing of accompanying staff, group members and parents
- Ensure that all relevant checks have been undertaken if an external provider is to be used
- Take steps to become familiar with the location/establishment where the activity will take place
- To be aware of country-specific information such as out-and-about, risky areas, the threat profile of the country/city etc
- Inform parents about all details concerning the visit and seek parental consent in writing
- Undertake and complete an appropriate risk assessment
- Undertake on-going, dynamic risk assessment once on site
- Ensure the ratio of leaders to young people is appropriate for the needs of the group and the nature of the activity to be undertaken
- Clearly define the role of each member of accompanying staff and ensure that all tasks have been clearly assigned
- Have proper regard to the health and safety of the young people and ensure that adequate supervision is provided at all times
- Ensure that the established code of conduct for both staff and young people is adhered to
- Ensure child protection procedures are followed
- Ensure that adequate First-Aid provision will be available
- Ensure that, during the visit, the group leader and accompanying staff have up-to-date emergency contact details of:
 - emergency contacts back at the school
 - parents/guardians
- Ensure that accompanying staff and the emergency contacts at the school are aware of the emergency procedures
- Ensure that the contact details of all adults on the trip are provided
- Ensure that the group's leaders have the details of group members' special educational or medical needs, which will be necessary for them to carry out their tasks effectively
- Consider stopping the visit if the risk to the health or safety of the young people is unacceptable and have in place procedures for such an eventuality
- Record/report any incidents/accidents and actions taken
- After the completion of the visit provide the Assistant Head i/c of Educational visits an evaluation detailing the outcomes of the visit

Accompanying staff

- Accompanying staff on educational visits are responsible to the school whether the visit takes place within normal hours or outside those hours.
- Accompanying staff must endeavour to ensure the health and safety of everyone in the group and act as any reasonable parent would do in the same circumstances.
- Accompanying staff should:
 - Accept the authority and follow the instructions of the Group Leader
 - Under the direction of the Group Leader, assist with the organisation of activities and discipline of the students
 - Ensure that the established code of conduct, for leaders and participants is adhered to
 - Consider stopping the activity and notify the Group Leader, if they think the risk to the health or safety of the group members in their charge, is unacceptable

Selecting an accompany member of staff:

When selecting teachers to accompany students on educational trips, several factors must be considered to ensure the students' safety, well-being, and educational experience. The guidelines underpinning the selection criteria are:

Experience and expertise: Accompanying teachers should have relevant experience and expertise in the subject matter or theme of the educational trip or experience teaching the students involved.

Teaching skills: Participant teachers should be able to communicate effectively with students, engage them in learning activities, and facilitate discussions.

Leadership qualities: Teachers should demonstrate strong leadership qualities and be able to organise and manage a group of students effectively, make decisions under pressure, and handle unforeseen circumstances that may arise during the trip.

Interpersonal skills: Participant teachers should be approachable, patient, and able to build positive relationships with students. Teachers who create a supportive and respectful environment will contribute to the students' overall well-being during the trip.

Safety awareness: Teachers must have a strong understanding of safety protocols and guidelines. They should be vigilant and capable of ensuring the safety and security of the students at all times. Recent training in First Aid and emergency procedures is also desirable.

Communication and collaboration: Accompanying teachers should be able to communicate and collaborate with other staff members, parents, and senior leaders. They should be able to actively contribute to tasks regarding the trip planning as assigned to them by the trip leader, provide timely updates, and maintain open lines of communication throughout the trip.

Flexibility and adaptability: Educational trips may involve unexpected changes or challenges. Selected teachers should be flexible, adaptable and able to handle unforeseen circumstances positively.

Behaviour management skills: Selected teachers should have strong behaviour management skills. They should be able to enforce rules and guidelines consistently, address conflicts or disciplinary issues, and maintain a safe and respectful learning environment throughout the trip.

Compliance with school policies: The selected teachers must comply with the school's policies and guidelines for educational trips.

The procedure for a member of staff to apply to participate in a trip is as follows:

- After a trip is approved by the Headmaster and the senior leader in charge of educational trips, the trip leader will announce it to staff and invite applications to participate
- interested staff should indicate their interest via email, clearly indicating how they meet the above guidelines
- it is important to encourage multiple stakeholders to participate in trips, including administrative staff and teachers from other departments, to ensure a fair and comprehensive selection of participants

- The trip leader, with the senior leader in charge of educational trips, will decide the participants for each trip
- To ensure fairness of participation, a rota of staff will be used where members of staff have travelled for more than two consecutive years

Emergency contacts back at the school

Dealing with emergencies can be managed by a number of emergency contacts who will act as the contact persons for both the group and the students' families. These should be responsible adults, usually members of the SLT, directly linked to the school who are fully briefed on the details of the visit.

The emergency contacts should:

- Retain details of the place to be visited, contact personnel and telephone number, and mobile number, if appropriate
- Retain a copy of the contact details of all the participants' parents/guardians/next of kin
- Retain a copy of the contact details of the Head Teacher
- Be fully briefed and aware of his/her responsibilities including the action to take in the event of a serious incident
- Be contactable 24/7

Parents/Guardians

Parents/guardians should be able to make an informed decision as to whether their child should go on the visit. However, in the interests of the overall safety and success of the visit the ultimate decision as to who participates rests with those involved in organizing the visit.

The Group Leader should ensure that parents are given sufficient information in writing and are invited to a briefing session, where appropriate.

Parents should:

- Sign the consent form
- Provide the Group Leader with an emergency contact number(s)
- Provide the Group Leader with relevant medical/dietary details, including any medication currently being taken in writing (by means of the consent form) and any other relevant information (about their child's emotional, psychological and physical health) which may affect their participation in the visit
- Agree the arrangements established for a member of the group returning home due to unforeseen circumstances or misconduct
- Sign a confirmation slip that they have, before departure, inspected their child's luggage for alcohol and other illegal substances

Students

The Group Leader should, when briefing the young people, make it clear that they too have important responsibilities. Where appropriate, students should be fully involved in the planning process.

Students should:

- Act in accordance with the established code of conduct at all times
- Avoid taking unnecessary risks
- Follow the instructions of the Group Leader and accompanying staff, including those at the venue of the visit

- Dress and behave sensibly and responsibly
- Respect the property of others
- Be sensitive to local codes, customs, and the environment
- Look out for anything that might hurt or threaten them or anyone in the group and tell a leader of their concern

Code of conduct

The establishment of a 'Code of Conduct' for all those participating in Educational Visits is an effective basis upon which to ensure the achievement of safe and successful outcomes. The Code, which would apply equally to all participants, should be drawn up by the group leader in consultation with accompanying staff and students, if appropriate. In advance of an educational visit, accompanying staff, students and parents should all be made fully aware of the code, including possible sanctions. All students participating in an Educational visit must agree to abide by the Code of conduct at all times during the visit.

The Code should aim to ensure that respect for the individual is maintained at all times and that neither peers nor others expose the students to risk of physical, sexual or emotional abuse or harassment. It is the responsibility of the group leader and accompanying staff to maintain standards of behaviour and discipline while on educational visits. Leaders cannot avoid setting an example to group members in everything they do or say. Therefore, as far as possible, the group leader and accompanying staff and students should be subject to the same Code of conduct.

While on a residential, the group leader and accompanying staff remain responsible for the conduct and safety of students 24 hours a day. This should be taken into consideration when deciding on appropriate behaviour, practice and supervisory arrangements.

It may be necessary to devise a duty rota in order that staff can have a breakaway from supervisory duty, while ensuring that an appropriate level of supervision is maintained at all times.

The Code of conduct should address issues relevant to the age and development level of group members, for example:

- Smoking
- Drinking alcohol
- Use of illegal substances
- Appropriate relationships amongst participants
- Appropriate relationships with others
- Security of personal belongings
- Respect for individuals' privacy
- Equality of opportunity
- Expectations in relation to the completion of essential tasks
- Acceptable manners and behaviour thereby promoting enjoyment for all

The School has the right to refuse any student from participating in the visit if his/her involvement may be considered to be a danger to him/herself or to the group.

An additional note in this respect, students may be excluded from participating in a trip if they have a significant number of behaviour points.

The School finds this necessary to ensure the safety of students and teachers and the smooth running of trips.

This action aligns with the School's behaviour and reports and sanction policy.

Procedures

Great importance should be placed on the careful planning and preparation for all Educational visits to ensure both educational benefit and safety. To assist this process, the following procedures have been developed.

The different nature of Educational visits undertaken (see Categories A-C) necessitates the establishment of two different sets of procedures and documentation to support different types of visit i.e. Category A and categories B and C.

Visits in Category A encompass all low-risk local visits during school hours that occur on a regular basis and one-off events. This can range from taking students to the local park on a regular basis or a one-off attendance at a theatre production. Parents will be asked to give their consent for such visits at the beginning of each academic year.

Visits in categories B and C encompass all visits that involve either a residential element (both local and abroad) and/or medium to high risk activities.

Procedures for Category A visits

Step 1

Identification of Educational visit-objective

The School identifies an area of the curriculum for which an Educational visit may be essential or relevant component.

Step 2

Application/Approval

Details of the proposed visit should be submitted to the Senior Leader i/c of Educational Visits at least two weeks before the date of the visit. The group leader completes the relevant form-see Form A. The application should include details concerning health and safety provisions. The Senior Leader i/c of Educational visits has the authority to grant approval if satisfied about the educational value of the visit as well as meeting health and safety conditions. It is the responsibility of the group leader to upload the application form and all other documentation on a folder created for the trip, under ES Files/Educational trips.

Step 3

Informing the parents about the details of the trip. Parents should be informed once approval is granted. Parental consent for Category A trips will be asked for at the beginning of the year and will apply for all local, non-residential trips.

Step 4

Maintaining records

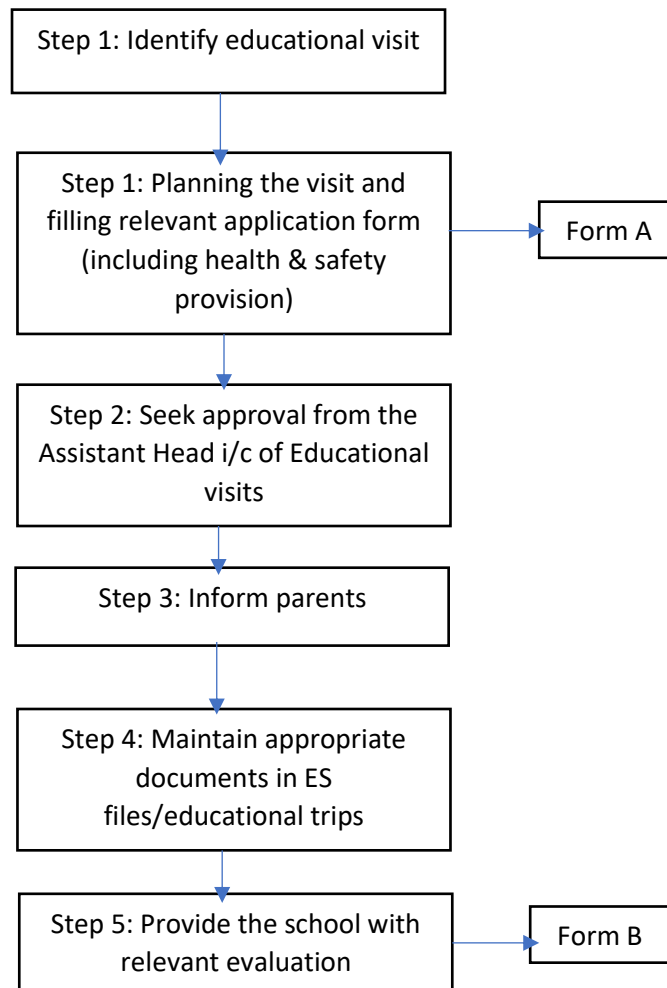
Copies of all forms and any other documentation should be made available to the Senior Leader i/c of Educational visits and the group leader should also keep his/her own copies. A soft copy of names of students, names and contact details of adults as well as contact details of parents should be uploaded on ES Files under Educational trips.

In the case of an incident/accident occurring, a relevant form/report should be completed by the group leader and submitted to the school.

Step 5

It is the responsibility of the group leader after the visit is completed to write a report about the usefulness of the visit-see Form B

A summary of steps for Category A visits



Form A – Educational Visits Application Form / Category A visits



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Form A - Educational Visits Application Form /Category A visits

Applicants Details:

Name _____ **Staff Code** _____ **Department** _____

Please state/describe the activity:

Explain the educational value/objective of the visit:

Please state any likely health & safety issues:

State actions that you will take to address health & safety issues mentioned above:

Year Group: _____ **Departure Time:** _____

Date of visit: _____ **Arrival Time:** _____

Transport Arrangements

Visit organiser: _____ **Accompanying Staff:** _____

Date of submission _____

Signed by visit organiser: _____

Approval granted/denied: _____

Signed by Senior Leader i/c of Educational Visits: _____

Form B – Evaluation of visit



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Form B – Evaluation of visit

(to be completed by the visit leader)

Visit Leader: _____

Number in Group: _____ **Date of visit** _____

Accompanying Staff: _____

Purpose of Visit: _____

Please comment on the following features where applicable:

Features	Rating out of 10	Comments
Travel arrangements		
The educational value of the visit has been met. For example, have the educational objectives of the trip been met?		
Quality of the food		
Suitability of environment		

Other comments and summary of the evaluation.

Signed: _____ **Date** _____

Visit leader's full name: _____

(a copy to be sent to the Senior Leader i/c of Educational Visits)

Procedures for Category B and C visits and trips

These procedures will apply for all trips and visits under Categories B and C and will include all residential visits and all trips abroad.

Step 1

Identification of Educational visit/trip-objective

The School identifies an area or areas of the curriculum for which an educational visit may be an essential or relevant component.

Step 2

Application and initial approval

Details of the proposed visit/trip should be submitted to the Senior Leader i/c of Educational Visits for consideration in consultation with the SLT and the Head Teacher. Submission of applications should be effected by the deadline (usually a date to be announced around mid-October). The group leader completes the relevant form-see Form D. The Head Teacher has the authority to grant approval if satisfied about the educational value of the visit as well as meeting health and safety conditions. Initial approval/rejection of application should be effected by mid-November.

Step 3

Completion of planning/final approval

Once initial approval has been granted, the group leader with the help of accompanying teachers should proceed to finalize all details concerning the visit. After working out an initial estimate for the cost to the students, the visit can then be advertised to the students.

An appropriate risk assessment should be undertaken-see Form D- and the group leader should seek consultation with the school's Health and Safety Advisor (HSA). The HAS should provide his input and offer advice on the risk assessment undertaken by the organizers of the visit.

The Head Teacher, upon being satisfied about all aspects of the planning process will grant final approval of the visit.

Step 4

Briefings

Staff parents and students should be briefed about all aspects of the educational visit. Briefings should include the following key areas:

- Educational purpose
- Details of planned activities
- Departure and arrival times
- Accommodation/address/telephone
- Health and safety rules
- An agreed Code of conduct
- Roles and responsibilities of students
- Recommended maximum pocket money, if appropriate
- Details of arrangements relating to any student returning home early
- Any special clothing or equipment required
- Any other information that is relevant to the visit

Once parents are fully aware of the visit details they should be asked to give their consent in writing. Form E may be used for this purpose.

Step 5

Tenders

Once parental consent has been given, the trip organizers can proceed to call a tenders meeting. The Senior Leader i/c of Educational Visits will oversee the procedure. More specifically:

- The Senior Leader must approve the invitation for Tenders sent to travel agents/external providers. The aims of this are to ensure transparency and uniformity in the tenders' process.
- All Tenders need to be forwarded to the Travel Agents/external providers by the Trip Administrator
- All quotations are opened in the presence of the representative from the Accounts Department, the group leader and the Senior leader i/c of Educational visits.
- If an evaluation cannot be made there and a final decision made, then the group leader will write a report on who they believe should be the provider. This should be forwarded to the Assistant Head i/c of Educational trips and CFO.
- The Assistant Head i/c of Educational trip will review with CFO and approve the provider.

Upon completion of the tenders' procedure, students should be asked to make full payment for the cost of the visit after presenting the parental consent form.

Step 6

Maintaining records

Copies of all forms and relevant information should be kept by the group leader and sent to the Senior Leader i/c of Educational visits; any changes to the original approved visit must be agreed, as appropriate, prior to the event taking place. An incident/accident form may be used by the group leader and accompanying staff to keep a record of all information related to incidents or accidents that may occur during the visit.

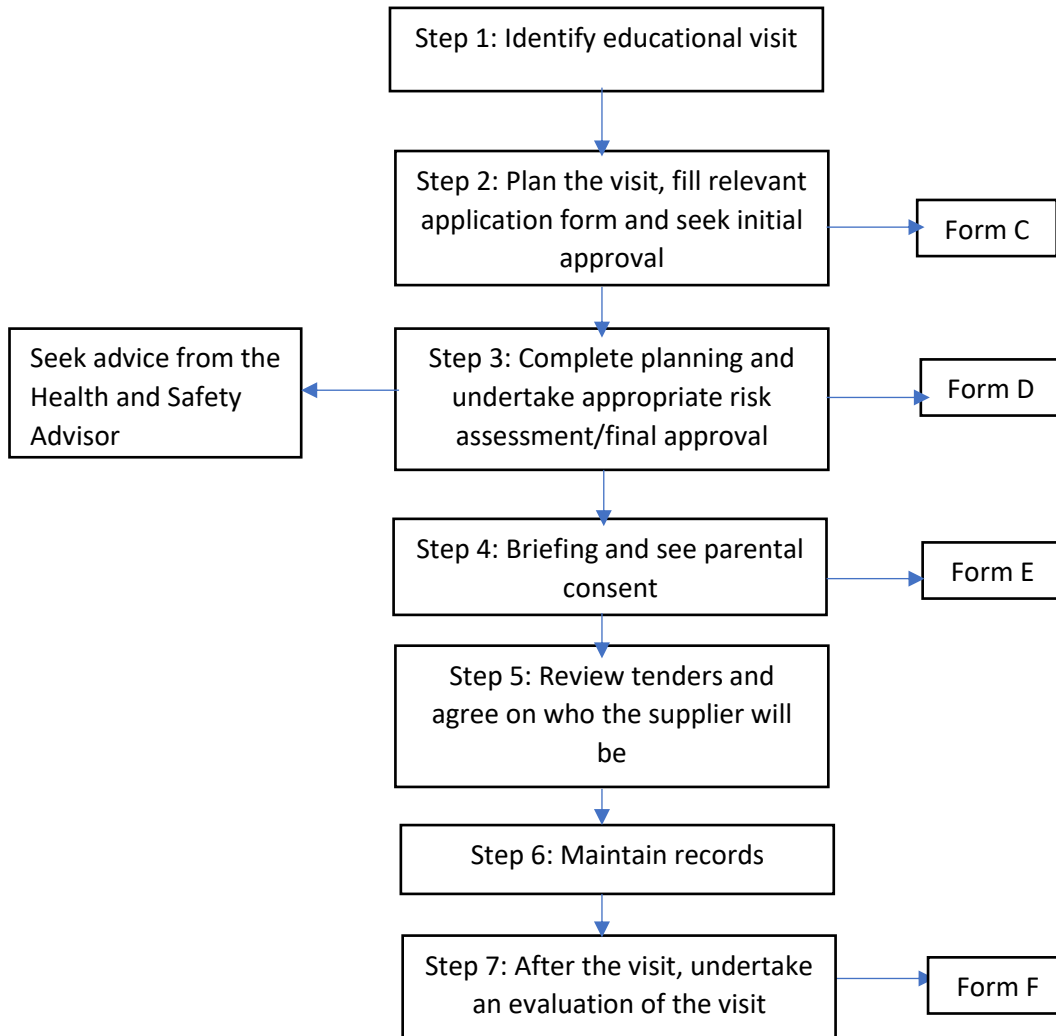
(see Form F).

Step 7

Evaluation

On return it is important to undertake an evaluation of the key aspects of the visit. The completed evaluation should be forwarded to the Senior Leader i/c of Educational visits not later than 10 days after the completion of the visit. Form E may be used for this purpose.

A summary of steps for category B and C visits



Form C – Educational Visits Application Form / Category B and C visits



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Form C – Educational Visits Application Form / Category B and C visits

Group Leader (Name): _____

Residential/Day Visit: _____

Venue: _____

Purpose of visit and specific educational objectives:

Dates and times:

Date of Departure:	_____	Date of Return:	_____
Place of Departure:	_____	Place of Return:	_____
Time:	_____	Time:	_____

Transport Arrangements:

Organising company (if any):

Name: _____

Tel: _____

Email: _____

Estimated cost for students _____

State proposed Insurance arrangements for all members of the group:
(Including the name of the Insurance Company).

Form C – Educational Visits Application Form / Category B and C visits

Provisional accommodation to be used:

Name: _____

Address: _____

Telephone Number: _____

E-mail: _____

Details of the programme of activities: (provide details on a separate sheet if necessary)

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

Names, relevant experience, qualifications and specific responsibilities of staff accompanying the group, including First Aid:

Name and telephone number of the EMERGENCY CONTACTS in the home area who holds all information about the visit or journey in case of an emergency: (Note persons with this role will need to be available on a 24-hour contact basis)

Form C – Educational Visits Application Form / Category B and C visits**Size and composition of the group:****Student population:**

Age range: _____ Number of Girls _____ Number of Boys _____

Supervising adults/staff:

Number: _____ Number of Female _____ Number of Males _____

Acknowledgement of Applicant / Group Leader:

Signature _____

Full Name: _____ Date _____

Approval: Granted / Denied
(Circle the appropriate response)

Signed by Headmaster: _____ Date: _____

Form D – Risk assessment for category B and C visits

Form D – Risk assessment for Category B and C Visits

Name of the Trip: _____

Day of the Trip: _____

NB: It is important that the Teacher completing this form is aware that they have the responsibility to undertake this duty thoroughly and in detail, so that as many risks as possible are identified. The list of hazards on this form are by no means exhaustive nor universally applicable to all situations which is why the form is designed in a way in which it can be edited and additional hazards added or irrelevant hazards deleted. If in doubt, ask for assistance.

Main Hazards: <i>(please add to or edit the hazards below so that they are appropriate to your Trip)</i>	Who may be harmed?
Transport / Travel	Any member of the group
Language / Cultural issues	Any member of the group
Getting lost / separated from the group	Students
Security of hotel rooms / belongings	Any member of the group
Road safety / Traffic	Any member of the group
Pickpocket theft	Any member of the group
Weather / related sickness	Any member of the group
Lost luggage	Any member of the group
Sunburn, Heatstroke, Heat Exhaustion	Any member of the group
Slips and Trips	Any member of the group
Abduction and Assault	Students
Any other that may apply	Students/any member of the group

Form D – Risk assessment for category B and C visits

Hazard	Possible problems / issues	Control measures
Travel/ By air By coach		
Language issues & Cultural issues		
<ul style="list-style-type: none"> • Road safety • Getting lost • Getting separated from group 		
<ul style="list-style-type: none"> • Hotel accommodation • Security of rooms & belongings 		
Pickpocket / theft		
Homesickness / Bullying		

Hazard	Possible problems / issues	Control measures
Weather related sickness / cold & flu, food poisoning		
Sunburn, Heatstroke and Heat Exhaustion		
Slips and Trips		
Abduction and Assault		
Any Other		

I have read and understood the risk assessment above. I have undertaken to add or amend the above to suit the specific details of the trip.

Signature

Trip Leader Name:

Date

Form E – Parental Consent for category B and C visit



Form E – Parental Consent for Category B and C Visits

Dear Parent/Guardian,

This form will give consent to the student stated below to attend and participate in activities as described in documentation given to you by the School. It will also provide essential information in the event of an emergency. If you have any queries about the nature of activities or conduct of the Educational visit/trip, please do not hesitate to contact the group leader in charge of the visit.

Educational trip details:

Place of visit: _____

Dates:

<u>From:</u>		<u>To</u>	
Date	_____	Date	_____
Time	_____	Time	_____

I have read the information sheet and hereby consent to my son's/daughter's participation in the above educational visit. I also agree to his/her participation in any or all of the activities involved. I acknowledge the need for responsible behaviour on his/her part.

Name of parent/guardian: _____

Signature: _____

Date: _____

Section A – Completed for both local, residential and exchange trips

Student's details:

Full Name as written on passport or ID: _____

Student Nationality: _____

Student _____

Passport Number _____ **ID Number:** _____

Date of Birth _____ **Student mobile number:** _____

Form E – Parental Consent for Category B and C Visits**Home Address**

2) Medical Information about your child

(a) Any conditions requiring medical treatment, including medication? **YES / NO**

If you answered YES above, please give brief details and describe the medication, dosage and frequency required:

(b) Please outline any food or allergies and special dietary requirements of your child:

(c) Any recent illness or accident which staff should be aware of?

(d) The type of pain/flu relief medication your child may be given if necessary:

(e) Does your child suffer from travel sickness? **YES / NO**

If you answered YES above, have you provided him/her with sickness prevention tablets? **YES / NO**

Would you please give us information on the type of medication and instructions for use? Please clearly state if we need to re-administer upon return.

Form E – Parental Consent for Category B and C Visits**Section B – To be completed for residential visits and exchanges only**

(a) To the best of your knowledge, has your son/daughter been in contact with any contagious or infectious diseases or suffered from anything in the last four weeks that may be contagious or infectious? **YES / NO**

If YES, please give brief details:

(b) If your son/daughter allergic to any medication/infection venom/ food/ adhesive plasters? **YES / NO**

If YES, please specify:

(c) Approximately when did your son/daughter last have the following vaccinations?

Tetanus: **YES / NO** If yes, specify the date of vaccination _____
COVID-19: **YES / NO** If yes, specify the date of vaccination _____

(d) Any other additional comments, i.e. important information the School should be informed about.

Form E – Parental Consent for Category B and C Visits**Section C – To be completed by all applicants: local, residential and exchanges visits****Parents/Guardian information****Father's details:**

Name: _____ Mobile _____

Mother's details:

Name: _____ Mobile _____

Guardian's details:

Name: _____ Mobile _____

Alternative emergency contacts:

Name: _____ Mobile _____

Name _____ Mobile _____

Name _____ Mobile _____

Name of Family Doctor _____ Telephone number _____

If not already completed in Section B, please specify any additional comments you would like to share with the School, i.e. is there anything else about your son's/daughter's needs that it would be helpful for us to know about?
YES / NO

If YES, please specify:

Form E – Parental Consent for Category B and C Visits

DECLARATION

I agree to my son/daughter receiving medication as instructed and any emergency dental, medical or surgical treatment, including anaesthetic or blood transfusion, as considered necessary by the medical authorities present. I confirm that the contact details given below are to be used in the event of an emergency or in the event of my son/daughter being returned home for some other legitimate reason and that at least one of the named contacts will be available throughout the duration of the off-site visit.

Name of parent/guardian: _____

Signature: _____

Date: _____

Steps to follow:

- Complete the above or electronic version of this form.
- Scan the document and forward it back to your trip leader
- Scan copy of the receipt showing proof of payment (Full Amount (local trips), Deposit followed by Full Amount (residential/exchange trips))

For Residential/exchange trips, the following needs to be done:

- Scan a copy of your travelling documents, i.e. Passport or ID and email the copy to your trip leader
- Authorisation from parents for students to travel abroad:

For students under the age of 18, travelling abroad need BOTH parents to complete a separate AUTHORISATION FORM (see separate sample document). This document will be shown with Passport/ID at Passport Control.

Note this Authorisation letter **MUST** be certified by your local municipality representative or an authorised certifying officer.

A certifying officer near our School is:

Mr Charalambos Karatzias
52A Athalassa Avenue
2023 Nicosia
Cyprus
Phone: 22420316
Mobile: 995603165

Other certifying can be found here: https://www.oncyprus.com/en/dir/cyprus_Nicosia_certifying_officers.html

The trip organiser will give more information about this.

For office use:

THE GROUP LEADER MUST TAKE THIS FORM, OR A COPY OF IT, ON THE VISIT. A COPY SHOULD ALSO BE MADE AVAILABLE TO THE ENGLISH SCHOOL EMERGENCY CONTACTS

Form F – Incident Form

**Form F – Incident Form****Name of Group Leader:** _____**Details of the Incident****Date** _____ **Time** _____**Location** _____**Name and e-mail of witness(es)**

Name:	e-mail
_____	_____
Name _____	e-mail _____
Name _____	e-mail _____

Please state in your own words what happened including details of names and status of those involved

Describe what action was taken (e.g. details of First Aid, police or medical involvement)

Name of Group Leader: _____**Signature:** _____**Date:** _____

Form G – Evaluation of visit



Form G – Evaluation of visit

(to be completed by the Group Leader)

Group Leader (Name): _____

Residential/Day Visit: _____

Venue: _____

External Provider: _____

Purpose of visit and specific educational objectives:

Dates and times:

Date of Departure:		Date of Return:	
Place of Departure:		Place of Return:	
Time:		Time:	

Please comment on the following features where applicable:

List of criteria	Rating out of 10	Comments
Travel arrangements:		
Content of education programme provided:		
Quality of accommodation:		
Quality of food		
Equipment (if applicable)		

Form G – Evaluation of visit

(to be completed by the Group Leader)

List of criteria	Rating out of 10	Comments
Suitability of environment:		
Evening activities:		
Travel arrangements:		

Other comments and summary of the evaluation.

Signed: _____ Date _____

Group Leader's full name: _____
(a copy to be sent to the Senior Leader i/c of Educational Visits)

Staffing ratios

- Adult to student ratios are difficult to prescribe as needs differ according to the type of visit or the planned activity. The factors that must be taken into account are:
- Sex, age, ability and competence of the group.
- Students with medical needs or Special Educational Needs (SEN).
- The type of activity and the hazards associated with it.
- The length and type of journey.
- Type of accommodation to be used.
- The competence of staff both generally and in specific activities.
- The requirements of the venue to be visited.
- The competence of the students and their standards of behaviour.
- Provision for first aid.

The School suggests that for visits to local sites and local walks, the ratio in normal circumstances would be:

1 adult for every 15 students

For visits abroad the School suggests that the ratio would be:

Minimum 1:10 students

There must always be a minimum of two adults in all visits across all categories.

Management of emergencies

An emergency refers to an incident that overwhelms the coping strategies of the group leader so that they refer to the emergency contacts for help. For every trip abroad, the school should assign their emergency contacts who:

- Have received approved training
- Have a range of experience of practical trip leadership
- Have sufficient status within the school so that they can make hard calls if necessary
- Must be contactable 24/7
- Have access to a suitable base to work from
- Have access to an emergency telephone number

Guidelines for emergency contacts and group leaders in case of an emergency

Remember 'SAFER': **S**top, **A**ssess the Situation, **F**ormulate a plan, **E**xecute the plan, **R**eview

1. Remain calm
2. Do NOT rush in - try to remain objective and assess the whole situation
3. Safeguard yourself and the uninjured members of your group, ensuring that they are:
 - Accounted for
 - Safe and briefed on how to remain safe
 - Adequately supervised
4. Aim to delegate so that you can maintain an overview of all that is happening or needs to be done.
5. Call Emergency Services as appropriate. Call 999 in the UK (tip: Call 112 for a quicker response, works on landline phones and locked mobiles) and 112 or 999 in Europe
6. Initiate First Aid "3 Ps" with a view to:
 - Preserving life
 - Preventing the condition from worsening
 - Promoting recovery

7. Basic First Aid requires the following:
 - A clear airway and maintenance of breathing - unconscious casualties require a safe airway position
 - Stop major bleeding
 - Protect the casualty from the environment - keep them warm
 - Monitor the condition, reassure and provide emotional support
8. Call your Emergency Contact(s) who will put together an Emergency Plan and communicate with participants' families
9. Take advice from Emergency services
10. Support the physical and emotional needs of your group by providing shelter, refreshment and evacuation
11. Control communications as far as is practicable and do NOT make any direct contact with families, this will be handled by the Emergency contact(s)
12. Maintain a record/log with timings
13. When overseas, inform the Cyprus Embassy or High Commission

In case of an emergency, the emergency contacts, usually members of the Senior management team, together with the H/T will meet at the school and devise an emergency plan according to the situation. The school will contact families by using the emergency number, which is 22799399.