



مدرستنا الثانوية الانجليزية، الشارقة - البنين  
OUR OWN ENGLISH HIGH SCHOOL, SHARJAH - BOYS

**GEHS**  
EDUCATION

# Educational Visits Policy



**GEHS**  
EDUCATION

**Date of adoption: August 2014**

**Date reviewed: April 2022**

**Date of next review: April 2024**

**Verified & Signed**

**Principal & CEO**



Educational visits (subject to the Ministry's Approval) are seen as an integral part of school life. As part of our aim to provide a broad and balanced curriculum, educational visits:

- Should have a stated educational purpose
- Provide children with first-hand experiences
- Enhance learning opportunities
- Develop personal and social skills
- Provide a positive contribution to the development of cross-curricular dimensions
- Enhance the delivery of the curriculum
- Encourage excellence and enjoyment
- Make a positive contribution to learning.

### **Visits include:**

- Walks around the local area
- Environmental Studies of the local area
- Sporting and other curriculum-related events [e.g. Sports Events, Environmental Events, etc.]
- Half or full-day visits that need transport (Parks, Museums, Factories, etc.)
- Adventure Trips

### **Planning**

- Educational visits should be included in initial and long-term planning. It is necessary to plan well in advance and at the beginning of the school year, as all visits require prior permission from the SPEA which must be sought collectively for the whole school.
- Teachers should endeavor to include at least one visit per academic year which is related to the curriculum.
- It is recommended that prior to taking the children on an educational visit, the respective supervisor makes a preliminary visit to assess potential risks, plan the use of the facilities and make necessary transport arrangements, etc.

### **Preparation**

As the number of students is large, Field Trips should be organized department-wise.

Having checked the school diary for the available dates and once the location for the visit is confirmed, then detailed preparations need to be made at least a month in advance.

Since numbers are large, the trip organizer may need to divide the section into smaller groups as is permissible. Bus requisition needs to be made at this stage, giving names of students,



date of the field trip, venue, time of departure and return, and name/s of accompanying teacher/s with mobile numbers.

If a physically challenged student is going on the visit then additional arrangements need to be made. The lack of facilities for physically disabled children need not prejudice the viability of a visit if no other venue is available.

Once the details of the visit have been confirmed then a letter to parents needs to be drafted. The letter should include details of:

- Venue
- Date
- Departure and arrival time
- Clothes to be worn
- What to take along
- Packed lunches
- Cost
- An acknowledgment slip that clearly indicates the **consent of the parent duly signed by the parent.**

Staff should keep a record of expenditures and hand over the receipt and balance amount to the concerned authority. Provision will be made for any child who does not take part in the educational visit due to the wishes of their parents. Children who need special provisions to attend the trip must be catered to and a separate record made on the risk assessment form.

## **Itinerary**

A detailed itinerary needs to be planned for the whole visit. This should include:

- Time — departure, duration and return
- Places, with the phone number in case of emergency, details of disabled facilities, and access if appropriate
- Activities planned
- Groups for safe monitoring
- Supervision teachers
- Risk Assessment



### **What to take:**

- First aid kit.
- Any medication specific to children's needs, for example for asthma - all medication must be labeled and parental consent needs to be given for its administration
- Emergency contacts list of numbers
- Sick bucket, paper towels, plastic gloves, etc. Any resources or equipment (sports) needed / Cheque/cash to pay for expenses.
- The school discourages students to carry expensive electronic gadgets and the school will not be responsible for lost items.

### **Costs**

- All money collected must be routed through the accounts department.
- The cash paid by the students needs to cover the whole cost of the visit including admission fees, educational packs, etc.

### **Child—Adult Ratio**

The number of adults needed will depend on the nature of the visit and the amount of supervision needed. Guidance may be sought from the Vice Principal & venue — in charge. The minimum recommended ratio of adults to children should be 1:10.

### **Uniform**

It is easier to identify children if they are wearing their school uniform. If the visit is likely to involve a lot of outdoor activities, for example, to a farm, then request that parents send their children in suitable clothing and footwear.

### **Safety**

- Risk Assessments must be completed for all visits. This must be completed by the Supervisor/teacher In-charge at least 2 days before the visit and approved by the Principal/Vice Principal. Copies must be retained in the office. The Risk Assessment form should be prepared including the careful examination of what could cause harm during the visit and whether enough precautions have been taken or whether more need to be taken. The aim is to ensure no one gets hurt or becomes ill. The control measures should be understood by those involved. Risk assessment should explicitly cover how special educational needs and medical needs are to be addressed. The program of a visit, as set out in the risk assessment and the consent form, should not be deviated from and should include necessary details for all to conform to.



- The group leader, or other adults with responsibility, should reassess risks while the visit is taking place. Ongoing risk assessments normally consist of judgments and decisions made as and when the need arises.
- Children must be supervised by an adult at all times, including during lunchtime.
- A suitable place for lunch and toilet facilities needs to be considered when planning the trip.
- All adults need to be comprehensively briefed about the itinerary, which group of children is in charge, the aims of the visit, and exactly what their duties are.
- **No lakes, pools, or any kind of water bodies should be on the list of venues to be visited.**

**Covid Protocols-** During the school trip, all the basic precautionary measures are followed, including physical distance, staggered entry and exit, and minimizing interaction among groups of students. It is important that the venue can accommodate the number of students with the recommended physical distance between them.

#### Appendix

##### 1. Risk assessment template

## **HS FORM 5 GEMS RISK ASSESSMENT**

### **SECTION 1: GUIDANCE**

The following section provides brief guidance for completing the risk assessment. Risk assessments must be conducted for all activities that represent a significant risk. Such activities could include, swimming, school transport, cleaning, laboratory experiments etc. Risk assessments can be completed by any competent person, a competent person could be identified through training, previous experience etc. It is recommended that educational/classroom risk assessments are completed by teaching staff and other risk assessments are completed by the MSO and his/her team. To support this, each school should establish a risk assessment committee, the committee will be used to review and develop risk assessments.

A simple 5 x 5 matrix has been adopted for all GEMS risk assessments, guidance on the risk ratings are provided below:



		LIKELIHOOD				
		CERTAIN (5)	FREQUENT (4)	OCCASIONAL (3)	REMOTE (2)	RARE (1)
<b>SEVERITY</b>	CATASTROPHIC (5)	25	20	15	10	5
	MAJOR (4)	20	16	12	8	4
	MODERATE (3)	15	12	9	6	3
	MINOR (2)	10	8	6	4	2
	NEGLIGIBLE (1)	5	4	3	2	1

### GUIDANCE FOR DETERMINING THE SEVERITY OF AN INCIDENT

LEVEL	SEVERITY	DESCRIPTION
5	Catastrophic	Fatality, fatal diseases or multiple major injuries
4	Major	Serious injuries or life-threatening occupational disease (includes amputations, major fractures, multiple injuries, occupational cancer acute poisoning)
3	Moderate	Injury requiring medical treatment or ill-health leading to disability (includes lacerations, burns, sprains, minor fractures, dermatitis, deafness, and work-related upper limb disorders).
2	Minor	Injury or ill-health requiring first-aid only (includes minor cuts and bruises, irritation, ill-health with temporary discomfort).
1	Negligible	Not likely to cause injury or ill-health



### GUIDANCE FOR DETERMINING THE LIKELIHOOD OF AN INCIDENT:

LEVEL	LIKELIHOOD	DESCRIPTION
5	Certain	Continual or repeating experience
4	Frequent	Common occurrence
3	Occasional	Possible or known to occur
2	Remote	Not likely to occur under normal circumstances
1	Rare	Not expected to occur but still possible

### RISK RATING

SCORE	RATING
1-4	Low
5-10	Medium
12-25	High



**SECTION 2: RISK ASSESSMENT**

**R (RISK RATING) = S (SEVERITY) x L (LIKELIHOOD)**

**\* Residual risk is the estimated risk rating left following the implementation of the controls**

	Persons at Risk					Initial Risk Rating			Risk Rating	Controls Required	Residual Risk	
	E	M	S	C	O	S	L	R			S	L

**SECTION 3: REVIEW**

<b>Activity:</b>	<b>Assessed by:</b>	<b>Date:</b>
<b>School:</b>	<b>Assessment number:</b>	<b>Review date:</b>
<b>NAME:</b>		<b>DATE:</b>

Whenever possible, the risk assessment should be reviewed by the risk assessment committee and approved by the lead committee member. For activities that require urgent approval, it may not always be possible for the committee to review the assessment. In this instance, it is recommended that the assessment is reviewed by a second teacher for educational risk assessment or for others the assistant MSO.