

## Field Trip Policy

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## Contents

Rational .....	3
Categories of Trips .....	3
Staffing Ratios .....	4
Prepare Students & Support Staff .....	4
Prepare students with a twenty-four hour “staging period.” .....	4
Develop a schedule of activities or itinerary. ....	5
Create a packing checklist for overnight travel. ....	5
Prepare support staff for their role. ....	5
Hold a meeting with transport personnel. ....	5
Complete necessary documentation .....	5
Preparing Yourself.....	6
Pre-visit .....	6
Develop a Register .....	6
Check the weather in advance. ....	6
Reconfirm travel and accommodations. ....	6
Behaviour Notice .....	6
First Aid Kit Collection .....	6
Emergency Contact Lanyards for Pupils .....	6
During the Trip.....	7
Should an incident occur during a field trip.....	7
After the trip.....	7
Appendix 1: Risk Assessment Form.....	8
Please use the standalone Risk Assessment document for reference.....	8
Appendix 2: School Trip Register .....	9

## Rational

Students can derive considerable educational benefits from participating in trips. These experiences, not available in the classroom, help develop students' skills, apply their learning outside the classroom, and encourage greater independence. Additionally, they provide children with knowledge and awareness of the world around them, fostering personal and social development.

This policy should be used in conjunction with the 'Child Protection and Safeguarding Policy' at the International School of Creative Science (ISCS).

ISCS actively encourages staff to organise field trips that allow students to participate in extracurricular activities, both on and off the premises. However, ISCS recognizes that staff or students provided with such opportunities face an increased risk of encountering hazards.

ISCS ensures that:

- All sections are provided with transport when required (subject to approval and availability).
- Statutory forms are provided to all staff to ensure data is collected regarding any student leaving the ISCS premises (contact numbers, health issues).
- Parental approval is required for any student leaving the ISCS premises.
- Principal approval is required for any student or staff leaving the ISCS premises.
- Contact information for the school or a designated school representative is available at all times during any staff or student leaving the premises on an approved ISCS trip.
- A procedure of approval identifies each individual on a trip to ensure Health and Safety can be monitored; registers are provided.
- Communication to all stakeholders is conducted via appropriate methods.
- Cover for staff (subject to the daily needs of ISCS) is provided.

The following guidelines aim to support the points mentioned above and must be adhered to when organizing a field trip.

## Categories of Trips

### Category 1:

Visits within the school day or extended day, not involving travel outside Bahrain and not including adventures/activities. Category 1 visits require approval from the Head of Phase of your school, with final approval from the principal.

### Category 2:

Visits involving a day or extended day outside of Bahrain, not including adventures/activities, and without sea or air travel. The Head of Phase will consult with the Vice Principal before seeking final approval from the principal.

### Category 3:

Residential visits, overseas visits, and visits involving adventurous activities. These activities need approval from the school Principal, who will seek advice and approval from the HSE team at BEAM.

Note: All trips must be approved by the Ministry of Education (MOE).

**Footnotes:** The final approval should be obtained after considering the Ministry of Education (MOE) guidelines.

### Staffing Ratios

- 1 : 8 children in Foundation Stage
- 1 : 14 children from Key Stage one upwards.

Changes to the above ratios should be decided as part of the risk assessment depending on the destination and nature of the visit. All trips must have a minimum of two members of staff and must include a female.

### Prepare Students & Support Staff

This phase of any trip is perhaps the most demanding and time consuming but is crucial to the success of the experience for everyone. Research has shown that students given pre-trip instruction learn and retain more from a trip than those who receive no preparation.

The following suggestions will make a difference in your next field trip:

- **Introduce the trip as a part of a lesson:** While you may not find a lesson that exactly suits your needs, the guidance below will at least give your ideas about how to integrate your trip into the curriculum.
- **Stimulate students' interest for the trip:** Use artifacts from previous trips such as photos, brochures, or videos. Consider inviting students who previously participated on this field trip as guest speakers to talk about their experience. This is especially useful for overnight trips to distant places, where students will want to know what to expect.
- **Discuss your expectations for learning and behaviour:** Students may have certain expectations of your trip based on previous trips taken with other teachers or organisations. Prepare them mentally for the experience by reviewing a schedule of activities or itinerary.

Explain what and how they will learn and what tools they will use. Do not assume that students possess the observation and exploration skills necessary to conduct the activities you or someone else has designed. One example that could be used for primary students would be to have students practice these skills in the classroom or exploring keywords. If the result of the trip is a product such as a multimedia presentation, report, or dramatisation, consider giving students a rubric before the trip to guide their exploration. Of course, remind students of the consequences of inappropriate behaviour during the trip.

Prepare students with a twenty-four hour "staging period."

Remind students to get a good night's rest and to eat a nutritious breakfast prior to departure. Ask students to mentally prepare themselves for the experience by thinking about how their behaviour at school might not be appropriate in public spaces like museums or historic sites. Remind them to dress appropriately, which means taking into consideration the weather and the venue. Like behaviour, clothing that passes the Academy's dress code may not be appropriate in another location. Always take approval for students to wear non-uniform due to student safety and identification.

Develop a schedule of activities or itinerary.

Review this with students and ask them to agree to follow this schedule. You can ask them to sign the itinerary as they would a learning contract.

Create a packing checklist for overnight travel.

For overnight travel, create a packing checklist for boys or girls. Most students tend to over pack, which can be disastrous if you are traveling long distances. If students are paired to share rooms, encourage them to decide who will bring electric appliances that can be shared.

Prepare support staff for their role.

Send an email and/or hold a meeting with support staff prior to the trip to establish agreement of their role and responsibility. Do not take for granted that adults will intuitively know their role. Review your expectations of how they will assist you to ensure student learning and safety. Ensure that the ratio of staff to students is appropriate. It is also a good idea to exchange telephone numbers in case of an emergency and to have a lead person that is contactable during the trip back at school.

Hold a meeting with transport personnel.

Make sure to introduce yourself as the lead teacher to all drivers. Thank them in advance for helping you to make the trip run smoothly. Make sure they know where you are going and that they have a copy of the itinerary which should have departure and arrival times for all activities.

## Complete necessary documentation

Obtain prior approval from your school: While you may have permission from your Head of Phase, it's essential to check your school's calendar before scheduling your trip, as there might be other events requiring students to be present on that day.

- Complete Trip Request Form: ISCS provides a standard form for trip requests. Be sure to provide a detailed description of why the trip is important and how it relates to the curriculum and school mission.
- Complete risk assessment forms and obtain a medical list: Ensure that the ISCS Medical and Risk Assessment forms are completed, including all information related to student health and the parental permission slip. Consider any safety implications. Collect and staple the medical list from the school nurse, including information on medical concerns such as allergies and illnesses.
- Fund: Consider alternative options for funding aside from fundraising activities. If the trip involves costs for individual students, you may want to ask parents to fund the trip to make it possible.
- Approval: It's important to submit the completed risk assessment forms and medical list to the principal first. To facilitate the school in coordinating arrangements for this outing, organisers must ensure that they have submitted this form to the principal at least 10 days before the scheduled date. This timeframe allows the school to obtain approval from the MOE.
- Holding a meeting with parents: If you are organizing a trip that is 'out of the ordinary,' such as a residential trip, all stakeholders must be informed of the schedule and protocols. This is a good opportunity to provide reassurance, information, and answer

any questions they may have. Ensure that all trip staff are present, information is available in both verbal and written forms, and emergency contact details are shared.

## Preparing Yourself

### Pre-visit

If needed, conduct a pre-visit to scout the site. Consider the following:

- Do you know where the toilets are located?
- What do you know about accessibility of the site for your physically challenged students?
- What spaces are available for students to take notes?
- Can you obtain a map of the visit to share with students in advance?
- What can you discern about crowd control within the visit space?
- How will students with special needs be affected by various noises, people, lighting, and other environmental factors?

### Develop a Register

Work with the Assistant Phase Supervisor to create a comprehensive trip attendance system (see Appendix 2), with participant names to check off at different stages of the trip. You may also speak to the school admissions team to help you attain a register.

### Check the weather in advance.

As you are aware temperatures in Bahrain can reach extremely high temperatures. Check weather conditions of your destination at least a week in advance and then again one day prior to the trip so that you can prepare yourself and your participants accordingly.

### Reconfirm travel and accommodations.

If you are planning overnight travel, reconfirm flights, hotel bookings, tickets, and all visa requirements are met prior to departure.

### Behaviour Notice

- Students may not be denied the opportunity to participate as a punishment for inappropriate behaviour unless their behaviour poses a health and safety risk.
- Children should wear school uniform for visibility at the venue, particularly if other schools are at the event.

### First Aid Kit Collection

Before embarking on any approved trip, the trip supervisor or responsible staff member should collect a first aid kit from the receptionist. Ensure the first aid kit is well-stocked and includes essential medical supplies for any unforeseen situations during the trip. Always make the safety and well-being of participants a top priority.

### Emergency Contact Lanyards for Pupils

As part of trip preparation, it is essential to collect from the Assistant Phase Supervisor the emergency contact lanyards for all participating pupils. These lanyards should include crucial information such as the pupil's full name, school identification number, emergency contact numbers, and any relevant medical information or allergies. These lanyards serve as a quick reference for staff in case of emergencies and ensure that vital details are readily available.

## During the Trip

- All attending staff should have a working mobile phone.
- The trip supervisor must have the school First Aid kit available.
- Assembly points must be identified upon arrival.
- Students must be clearly informed/reminded of behaviour expectations.
- Students must be given learning activities to complete (worksheet, individual tasks, project research etc.) Students must be accompanied by a supervising adult at all times.
- Sufficient provision for bathroom stops, drinking time and snack must be made available.

## Should an incident occur during a field trip

Also refer to Missing Child Policy

- Staff must promptly assess the incident to determine the required response.
- Ensure all members of the group are accounted for, adequately supervised, and placed in a safe environment. If necessary, move them away from the incident scene to maintain privacy and respect for individuals involved.
- Provide emergency services with essential information, including locations, number of individuals involved, and actions taken.
- Staff accompanying students to hospital/medical services must bring parental consent and medical forms, along with a contact number for updates and information.
- Inform ISCS and the line manager (trip supervisor) within an appropriate timeframe, providing details of the incident, including who, where, and what happened, actions taken, and the current situation.
- If the decision is made for trip participants to return to ISCS, ensure they return at the earliest opportunity. Adequate supervision and calm professional support should be provided.
- ISCS and line manager (trip supervisor) must be informed in an appropriate timeframe of the incident including details of who, where and what has happened, actions taken and current situation. If a decision is made for the trip participants are to return to ISCS they must be return at the earliest opportunity, be supervised adequately and calm professional support provided.

## After the trip

- Any accidents/incidents must be reported to the Head of Phase immediately.
- Follow-up classroom activities should be completed as soon as possible.
- The Trip Evaluation form should be completed and submitted to your Head of Phase.

## Appendix 1: Risk Assessment Form

Please use the standalone Risk Assessment document for reference.

## Appendix 2: School Trip Register

Here's an example of a register for a school trip:

Date: [Date of the Trip]

Destination: [Name of the Destination]

No.	Participant's Name	Emergency Contact Number	Medical Information	Check-In Time	Check-Out Time	Remarks
1	[Student/Staff Name]	[Emergency Contact]	[Medical Information]	[Check-In Time]	[Check-Out Time]	[Any Remarks]
2	[Student/Staff Name]	[Emergency Contact]	[Medical Information]	[Check-In Time]	[Check-Out Time]	[Any Remarks]
3	[Student/Staff Name]	[Emergency Contact]	[Medical Information]	[Check-In Time]	[Check-Out Time]	[Any Remarks]
...	...	...	...	...	...	...

Make sure to customise the table with the actual details relevant to your school trip.