

# **The British School of Amsterdam**

## **Procedures for Managing Fieldwork and Outdoor, Off-site Activity**

**Please note: risk assessment documents  
may vary according to the age of the  
children.**

**September 2008**

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# 1. Introduction

This booklet aims to outline procedures to govern the management of fieldwork and outdoor, off-site activities. The document represents The School's policy and procedures rather than guidance. Advice from schools suggests that central direction is needed and is wanted to support the management of these activities. This booklet is unashamedly centrally directive in trying to promote higher standards and greater consistency of practice. The procedures covered here aim to include activities at all School sites, irrespective of the age of the student. Sports fixtures/off-site sports lessons and PE events are not covered in these procedures and will be addressed subsequently.

The objectives are that they...:

- are simple, clear and readable;
- include monitoring arrangements at school;
- are on-line and avoid excess bureaucracy;
- are accompanied by the necessary training and development programme;
- include an annual review procedure for accidents/near accidents;
- dovetail with other, related procedures;
- match the needs of all parts of The School, as far as is possible, with phase/age-specific references only included where these are necessary;
- include common risk assessment procedures; and
- address the needs of those directly managing these activities.

## 2. Definitions

The procedures to be followed depend on the risks involved in the visit. Defining the risk, through a consistent approach to risk assessment, is therefore very important.

### 2.1 Categorising risk on school visits

The purpose of this section is to:

- explain the purpose of risk assessments;
- enable an understanding of the nature of risk on school visits;
- enabling a decision on which set of procedures to follow.

This is illustrated below in figure 2.1

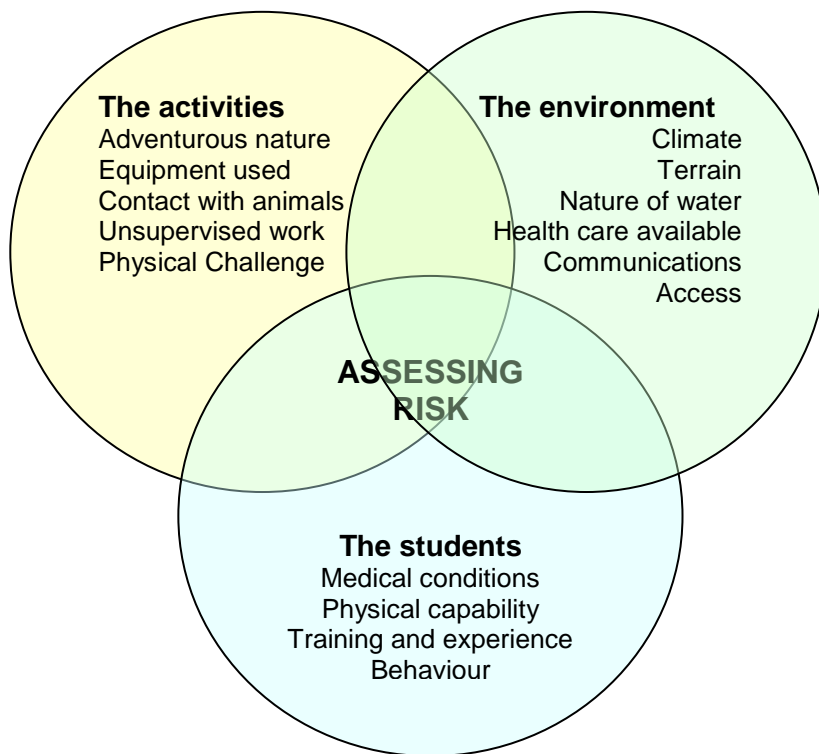
### 2.2 Rationale for risk assessment

2.2.1 Risk assessment is about ensuring that clear thinking about health and safety takes place. The thinking and systematic recording will minimise risk and ensure that teachers act in the interests of the students' health and safety. The documentation and referral process allows teachers to demonstrate that they acted responsibly to anticipate issues. In preparing for risk, documentation supports teachers and illustrates that the teacher has shown appropriate and relevant care of all students, i.e. it is important to document the process thoroughly using the relevant proforma.

2.2.2 Risk assessment and management is about weighing up the balance of probability. It does not need to cater for every possible thing that can go wrong. It is about analysing and bring together three broad areas that influence risk:

1. the nature of the activities;
2. the environment in which they are set;
3. the capacity of the student to conduct the activities in the environment.

**Figure 2.1 Factors in assessing risk ( including trips abroad )**



2.2.3 The procedures are not overly bureaucratic but thorough and of a high standard, if recorded, stored and used systematically. It is expected that the “low risk” category route will be used in many circumstances. If in any doubt, consult colleagues, and but follow the more rigorous, higher risk assessment procedures. The act of thinking about factors in risk is important in the care of students. It also is extremely beneficial to work with a colleague to support your judgements.

**Figure 2.2 A Continuum of Risk, focusing on activities**

The continuum and the examples within Figure 2.2 are illustrative. It is designed to help risk assessors come to a judgement about the level of risk associated with an activity.

LOW		HIGH
<b>Significantly low, eg</b>	<b>Medium risks, eg</b>	<b>Significantly high risk, eg</b>
Activities involving observing caged animals with no physical contact;	Activity involving still and shallow water below knee depth;	Adventurous activities including skiing, climbing using ropes, walking in mountainous terrain and cycling;
Fieldwork in parks, gardens;	Fieldwork and semi-rural environments (city or village study);	Any activity involving natural deep moving water bodies above knee depth including canoeing, scuba diving, swimming in the sea or rivers, fieldwork, raft-building;
Community service in indoor venues in Amsterdam	Fieldwork in busy urban areas	Prolonged exposure to hot, cold, wet, windy and polluted conditions;
School visits to indoor venues such as art galleries, theatres conferences, cross school events;	Work experience supervised by the placement;	Fieldwork involving rugged terrain; Fieldwork involving remote environments where the proximity to medical aid is likely to be difficult; Activities involving close contact with animals, such as horse-riding; All overseas trips due to students away from usual medical care; All overnight camps due to students being away from home

### 2.3 Risk level determination

If any of the questions below are answered in the affirmative then the activity is deemed to be higher risk and therefore in need of careful planning to minimise risks.

**1) Is the activity outside Amsterdam?**

[The need to prepare for students away from their usual medical care in Amsterdam should they become ill or injured]

**2) Does it involve any students with high risk medical and behaviour conditions?** [see Sections 5.6 and 5.7]

[The need to consider the activity in relation to fitness and health of the student[s]]

- 3) **Does it involve deep and/or fast moving water above knee height of students?**  
[The need to be preventative in avoiding overly dangerous water hazards and knowing about the uncertainties of natural water bodies in particular as well as taking precautions and preparing for rescue]
- 4) **Does it involve adventurous activity and/or rugged terrain?**  
[The need to prepare for broken limbs and immobility of participants]
- 5) **Is the activity in a remote environment away from easy communications?**  
[The need to recognise communication strategies in incidents of emergency]
- 6) **Does it involve close physical contact with animals?**  
[The need to minimise transmission of diseases and or risk involving horse riding]
- 7) **Does it involve unsupervised activity away from staff?**  
[The need to prepare students to act responsibly and safely when out of direct supervision]
- 8) **Does it involve an overnight stay?**  
[Teachers are in loco parentis 24 hours per day]
- 9) **Does it involve prolonged exposure to extreme environmental conditions?**  
[There is a need to monitor and prepare for exposure to extreme weather conditions]

## 2.4 Activities that should not be considered

Some inherently dangerous activities should not be undertaken on school visits. These include

- activities involving parachutes including parachuting and parascending;
- bungee jumping;
- motor racing;
- shooting of firearms;
- paintballing
- rock climbing without ropes;
- cross terrain or street cycling as part of a school excursion without helmets
- white-water rafting above Grade 3 rapids;
- unsupervised skiing on high risk skiing routes;

If in any doubt about the safety of an activity the party leader should refer it to his/her delegated authority for visits. The list will be reviewed annually as part of the annual monitoring of these procedures.

## 2.5 The age of students and supervision

2.5.1 Risk is different for different age groups of students. High risk activities should not be unsupervised unless there is a specific educational justification for doing so, for example to fulfil the requirements of the International Award, and parents have given written consent.

**Figure 2.3 Overview of unsupervised work for low and medium risk activity**

Age group	Nursery and Years 1-4	Years 5,6,7	Years 8,9	Years 10,11	Years 12,13
Unsupervised work permitted	No	Yes	Yes	Yes	Yes
Maximum time (minutes) without contact between teacher and student	None	20-40 for low risk activity	50-90 for low risk activity 30-50 for medium risk activity	50-90 for low and medium risk activity	80-100 for low and medium risk activity
Telephone contact is considered supervision	No	No	No	Yes	Yes
Minimum group size	N/A	4	4	4	2 – low risk activity 4- medium risk activity

2.5.2 Students in Year 4 and below should not be unsupervised by an adult at any time. For younger students, “unsupervised” is defined as out of sight of the adults who are therefore unable to respond immediately.

2.5.3 Students in Years 5, 6 and 7 are able to conduct unsupervised purposeful work in groups of at least four students for short periods of time to conduct low risk activities. The party leader must have taken into account the behavioural record of the students, and act appropriately for individual students to offset risks to those students. This should be no longer than 20 - 40 minutes and accompanying adults should have a strategy for being located quickly should the need arise. Clear expectations of students should be established beforehand. If there is educational justification for a longer period of unsupervision, a strategy for checking on the students should be agreed by all parties beforehand so that no student is out of contact for more than the allocated time.

2.5.4 Students in Years 8, 9,10 and 11 are able to be unsupervised by adults in groups of 4 or more for no more than 50-90 minutes in low risk situations. The party leader must have taken into account the behavioural record of the students. Telephone supervision is only suitable for Years 10 and 11 in low risk situations. The educational justification should be expressed in writing in the risk assessment. Clear strategies for two-way communication need to be in place and at least two methods of communication should be established, for example i) known, fixed check-in points with staff and (ii) use of mobile phones. In medium risk situations an educational justification will be needed for unsupervised work. A clear rationale for doing so must be given in the risk assessment and the maximum time away from supervision should be 30-50 minutes. Accompanying adults should have a strategy for being located quickly should the need arise. Clear expectations of students should be established beforehand.

2.5.5 Students in Years 12 and 13 should be treated appropriately for their age group. Unsupervised work can be conducted with a minimum of two students in low-risk situations and four students in medium-risk activity. No student should be unsupervised for more than 80-100 minutes in either low or high-risk situations; however, the use of telephones is appropriate for interim supervision to allow a period of 160-200 minutes to conduct in-depth work. The

educational justification should be expressed in writing in the risk assessment. Clear strategies for two way communication need to be in place and at least two methods of communication should be established, for example (i) known, fixed check-in points with staff and (ii) the use of mobile phones. Clear expectations of students should be established prior to the visit and just prior to the unsupervised activity.

## 2.6 Personnel role descriptions

- |  |   |
|--|---|
| <b>The Role of the<br/>The head of each<br/>individual school<br/>department and<br/>the The head of<br/>each individual<br/>school<br/>department's<br/>delegated<br/>authority</b> | <ul style="list-style-type: none"> <li>• In The School policy, the The head of each individual school department is responsible for the approval of school visits.</li> <li>• The head of each individual school department is able to delegate the authority while still being ultimately responsible to a senior leader[s] with extensive experience of running school visits. It may be appropriate to set up an advisory panel of expertise in managing school visits.</li> </ul>   |
| <b>Party Leader[s]</b>   | <ul style="list-style-type: none"> <li>• The party leader is the person responsible for the activity. S/he is accountable to the The head of each individual school department or the The head of each individual school department's delegated authority and is responsible for health and safety on school visits.</li> <li>• There should be a single designated party leader acting as the The head of each individual school department's delegated authority while on the visit.</li> <li>• The party leader has overall responsibility for Health and Safety and determining the nature of the risks involved.</li> <li>• An assistant leader is essential for high risk visits to support the party leader and to act as a critical friend. Roles should be clearly designated. An assistant leader should lead on the curriculum content in order that the party leader may concentrate on health and safety issues.</li> <li>• A party leader on a high risk visit cannot be a person who has not led a visit before. Staff new to The School and Amsterdam act as assistant leaders in their first year and not as leaders on high-risk visits in Amsterdam.</li> <li>• There should be a minimum of one leader for medium and low risk activity.</li> </ul> |
| <b>Accompanying<br/>member of staff</b>  | <ul style="list-style-type: none"> <li>• This is defined as a teacher or educational assistant employed by The School.</li> <li>• If a member of The School's senior leadership/management team is present on the visit, the responsibility remains with the party leader. The SLT/SMT member should be seen in a supporting role to monitor the effectiveness of the visit as a whole including the health safety of the activity and support in</li> </ul>  |

the case of incident management.

- Accompanying parent or other adult**
- This person must be over 18, and known by The School to be responsible. The School must be able to demonstrate this, if required (i.e. a parent, former student, school council member, spouse of member of staff).
- Accompanying student helper**
- Older students used to accompany younger students do not count in the staffing ratio. They should be known to be responsible (for example, if a secondary student from a The School accompanies a primary school activity, a short reference should be given).
- Student**
- The participants of the visit should all be enrolled students with full school records.
  - In occasional circumstances, such as visiting students from abroad, students other than those enrolled as BSA students will be allowed to join the visit at the discretion of the The head of each individual school department or the The head of each individual school department's delegated Authority. There should be educational justification and appropriate insurance arrangements in place.
- Expert tutor**
- The expert tutor is an adult other than a teacher or The School assistant who offers tuition for students in their specialist area.
  - This may be a member of The School staff but they need to demonstrate that they are appropriately qualified.

### 3. Planning

The following four flow charts are an aide-memoire for planning an activity.

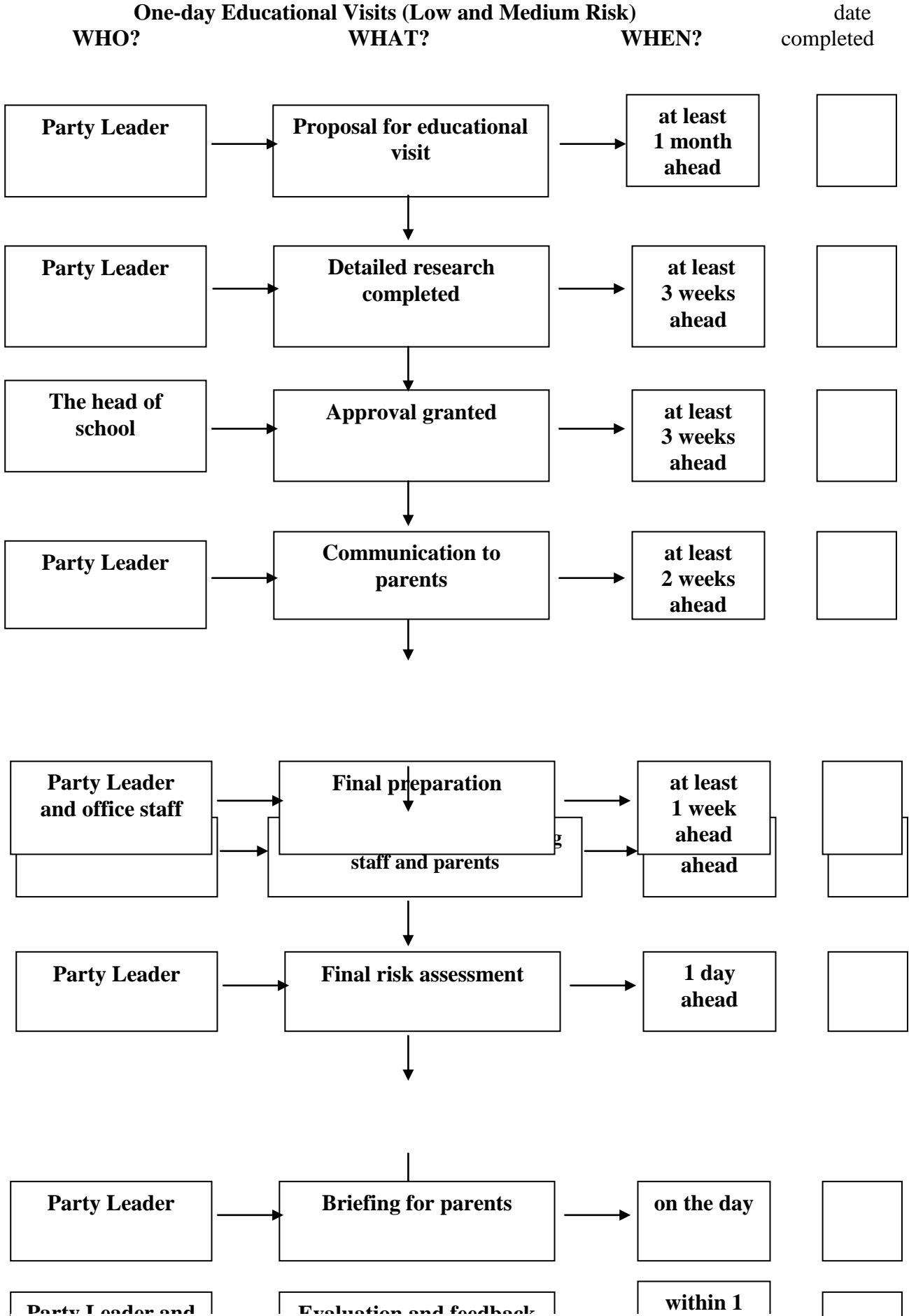
#### PRIMARY HIGH RISK

Figure 3.1 Expedition Planning Time Line – BSA Primary School  
Overnight camps or trips outside Amsterdam (High Risk)



# PRIMARY LOW AND MEDIUM RISK

**Figure 3.2 Expedition Planning Time Line – THE SCHOOL Primary Schools  
One-day Educational Visits (Low and Medium Risk)**

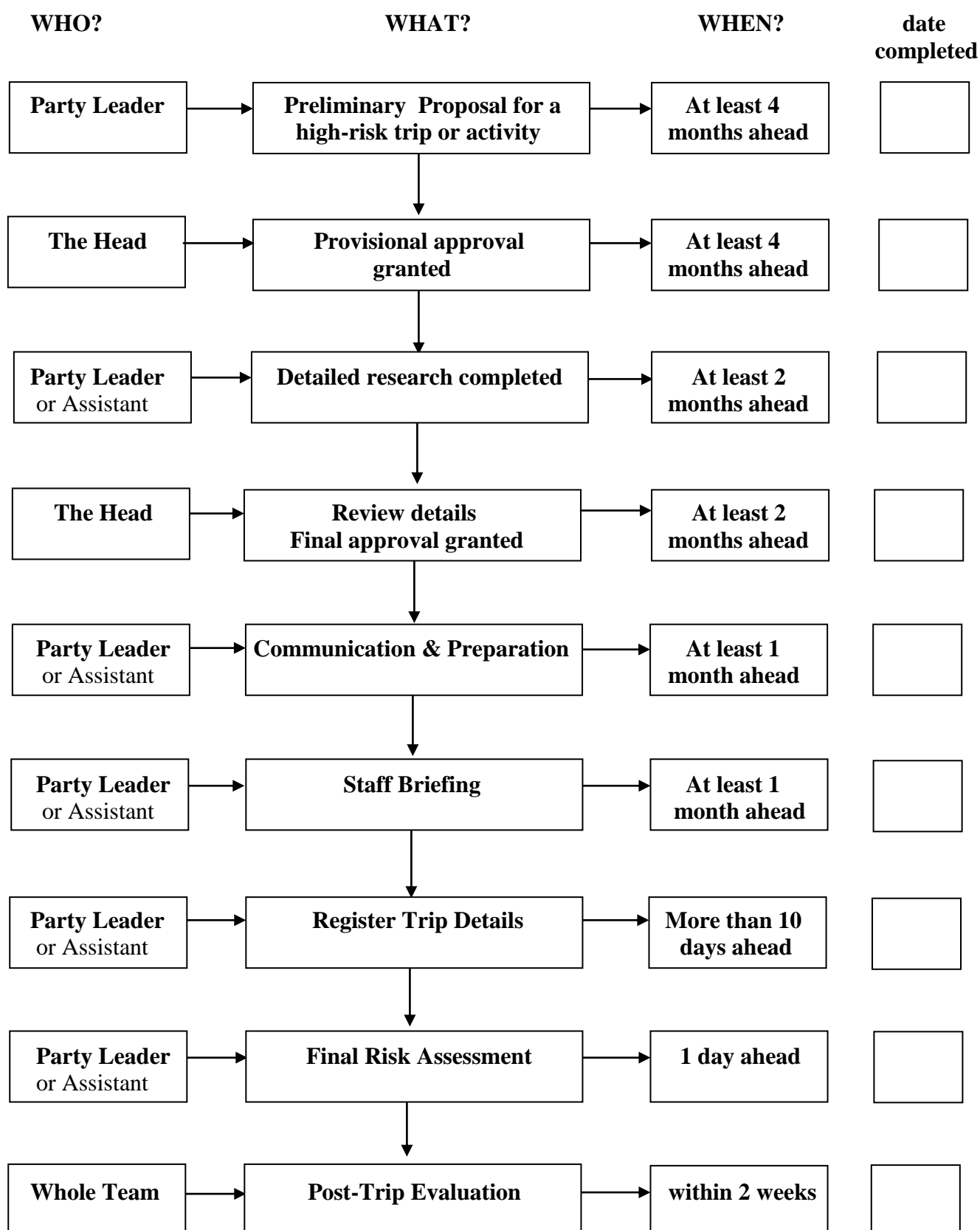


**Note:** Short outdoor or off-campus activities which are an integral part of a lesson-in-progress are not subject to the above preparations, as long as The School is aware that the activity is taking place and the staffing ratio is in line with the mandatory levels of supervision.

\* Low risk activities, arising at short notice and unable to comply with the expected time-line, must be referred to the The head of school for approval.

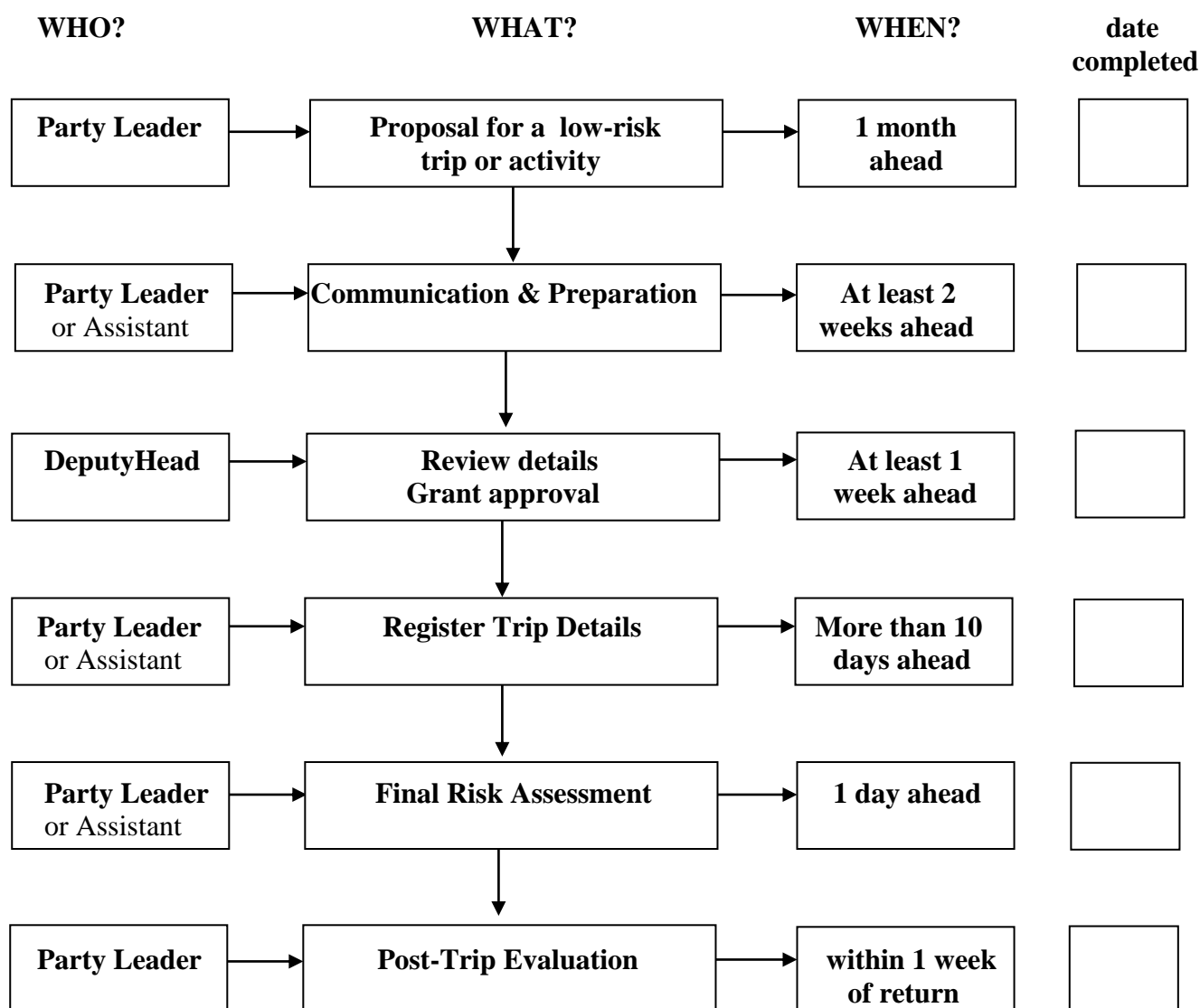
## SECONDARY HIGH RISK

**Figure 3.3 THE SCHOOL Secondary Schools  
Planning Time Line for a High-Risk Trip or Activity**



## SECONDARY LOW AND MEDIUM RISK

**Figure 3.4 Secondary School  
Planning Time Line for a Low and Medium Risk Trip or Activity**



**NOTE:** Short, outdoor or off-campus activities which are an integral part of a lesson-in-progress are not subject to the above preparations as long as The School is aware that the activity is taking place and the staffing ratio is in line with mandatory levels of supervision.

\* Low risk activities, arising at short notice and unable to comply with the expected time-line, must be referred to the The Deputy Head for approval.

## 4. Risk Assessment

- 4.1 The purpose of a Risk Assessment is to ensure that all adults accompanying students in off-campus activities are aware of both the risks involved in the activities and the steps that have been taken to reduce their likelihood and impact. Identification of a risk to the group should be seen as a positive step, allowing measures to be taken to maintain the highest possible levels of group safety. As such, it should be completed as thoroughly as possible. Seek assistance from trained staff in your school, if necessary.
- 4.2 In assessing risk, party leaders should complete a Risk Assessment form ([Appendix J](#)) This should be submitted to the The head of each individual school department's delegated authority in advance of the trip.
- 4.3 In assessing risk, it is important to consider, in this order, the:
- nature of the activities, including the method of travel;
  - nature of the environment in which they are set; and
  - capacity of the students to conduct these activities in the environment.
- See *Figure 2.1* for further detail.
- 4.4 The numerical coding of risks relates to the
- Outcome** - the consequence on the trip as a result of the risk happening
  - Likelihood** - the probability of the outcome occurring.
- 4.5 The intention is to provide appropriate training for party leaders and other colleagues in schools.
- 4.6 The examples in *Figure 4.1* and *Figure 4.2* are intended to illustrate the nature of detail needed for each level of risk and the thought processes involved. It is NOT the intention to make procedures over-bureaucratic for routine, regular trips.



**Figure 4.2 Sample Risk Assessment for a high risk activity in a Primary School**

Location:	<i>Lantau (camp week)</i>		
Activities to be undertaken: NB: Each activity should be assessed individually	<ol style="list-style-type: none"> <li>1. <i>Hike around Chi Ma Wan</i></li> <li>2. <i>Visit to Po Lin Monastery</i></li> <li>3. <i>Visit to Tai O</i></li> <li>4. <i>Map drawing in Mui Wo</i></li> <li>5. <i>Play on the beach</i></li> <li>6. <i>Swimming in the pool at camp</i></li> <li>7. <i>Early morning run</i></li> <li>8. <i>Early morning walk</i></li> </ol>		
Group size:	<b>100</b>	Age range:	<i>Year 5</i>

1 OUTCOME	1	2	3
	Minor - irritation easily dealt with by group	Moderate - could affect group itinerary	Serious - involves external agency
2 LIKELIHOOD	1	2	3
	Extremely rare	Unlikely	Possible
O + L greater than 5 should involve further consideration and discussion with relevant people - operator, Principal, accompanying staff, parents etc.			

Risk	O <sup>1</sup>	L <sup>2</sup>	Control measures	Other
<i>Activity 1</i> <b>hike fire</b>	2/3	1/2	<ul style="list-style-type: none"> <li>- ensure government authorities have been informed of presence of the group in the area.</li> <li>- check for fire risk beforehand.</li> <li>- ensure children stay close to adult supervisors at all times.</li> <li>- ensure all adults carry a mobile phone and map of route.</li> </ul>	
<b>injury from falling</b>	2	2	<ul style="list-style-type: none"> <li>- ensure children stay close to adult supervisors at all times; pause before rough sections to brief students on hazards ahead.</li> <li>- ensure all adults carry a mobile phone and stay in contact with each other.</li> <li>- ensure all adults carry a first aid kit.</li> </ul>	
<b>injury from plants or insects</b>	1	1	<ul style="list-style-type: none"> <li>- check for allergies beforehand</li> <li>- ensure appropriate medication is in the first aid kit</li> </ul>	
<b>heat stroke</b>	2/3	2/3	<ul style="list-style-type: none"> <li>- check beforehand on anticipated weather for the day.</li> <li>- ensure all children drink sufficient mineral water.</li> <li>- ensure all children wear a hat.</li> <li>- brief all staff on signs of distress and which students are more at risk.</li> <li>- monitor regularly for signs of distress.</li> </ul>	
<b>become lost</b>	3	1	<ul style="list-style-type: none"> <li>- all adult supervisors carry out site visit prior to camp to familiarise themselves with the route</li> <li>- carry a suitable map and compass</li> </ul>	
<i>Activity 2</i> <b>bus accident</b>	2	1	<ul style="list-style-type: none"> <li>- book reliable bus company</li> <li>- ensure contingency plan is agreed (via school office)</li> </ul>	
<b>injury from falling</b>	2	2	<ul style="list-style-type: none"> <li>- ensure children stay close to adult supervisors at all times</li> </ul>	

**Environment**  
Likelihood is 1/2 because it depends on the weather over the previous week. The drier the weather, the higher the risk. Outcomes are serious, because students would need to take an alternative route, which has consequences. The risk of burning is fairly low. Group leaders need to have a map of the area and be aware of alternative routes, as well as being able to communicate with the rest of the party.

**Potential Accidents**  
The party leader should have pre-walked the route to identify and assess dangerous stretches, altering the route, if necessary.

**Student Medical Conditions**  
The group leader should be briefed by The School nurse and should carry the medical details and medicines. Students' frequency of incidents are taken into account.

**Environment**  
The Likelihood and Outcome will change according to the weather, so it is necessary to anticipate problems.

**Environment**  
Group leaders should have pre-walked the route to familiarise themselves with the landmarks.

**Method of Travel**  
Outcomes are unlikely to be serious if an approved bus company is used, but an agreed action plan is advisable.

Figure 4.2 (Cont.) Sample Risk Assessment for a high risk activity in a Primary School

<u>Activity 3</u> as for Po L.in (Activity 2)			- ensure all adults carry a mobile phone and stay in contact with each other - ensure all adults carry a first aid kit
<u>Activity 4</u> children may become lost	2	1	- keep group closely supervised
injury by transport eg. bicycles	2	1	- make children aware of the dangers and to keep a careful look out
<u>Activity 5</u> feet cut by sharp objects	2	2	- ensure children wear shoes on the beach and watch wear they sit
drowning in the sea	3	1	- do not allow children to enter the water - closely supervise to ensure they keep to the limits demarcated on the beach
<u>Activity 6</u> drowning	3	1	- ensure life guard + 3 qualified adult supervisors are on duty at all times
head injury from diving	3	1	- do not permit diving
<u>Activity 7</u> injury from fall	2	2	- minimum of two adults to accompany children - ensure first aid kit is carried - ensure mobile phone is carried
children become lost	2	1	- do not allow them to run on ahead; brief students on what to do if they are lost.
<u>Activity 8</u> as for Activity 7			

Environment

The Likelihood will depend on whether or not students will be allowed to enter the water and on the potential behaviour of the students.

Student Medical Conditions and Behaviour

Students at risk, with medical problems or behaviour problems, should be identified by the party leader and the appropriate group leaders informed.

Student Considerations			
Individual Needs	Allergies	Asthma	Other
		5 asthmatics	1 epileptic

Student equipment	Staff equipment
<i>per student:</i> pencil, camp booklet, minimum of 1 litre water, suitable shoes, small back pack	• map and compass • first aid kit (including prescribed medication, if required) • mobile phone • 2 litres water • suitable shoes • small back pack

Environment

If an activity has a potential score of 5 or more, it is necessary to agree an Emergency Action Plan, which must be made known to all party members.

Outline of Emergency Action Plan (to be completed for High Risk activities only)	
	<ul style="list-style-type: none"> <li>◦ hill fire – keep as far away from the fire as possible - call fire services – move children to lowest ground possible – inform school</li> <li>◦ heat stroke – hydrate with mineral water and isotonic drinks – call emergency services.</li> </ul>
Considerations: communications / access & exit points / medical assistance / group supervision / qualifications / equipment etc	

Points for staff briefing:	Itinerary for the week – explain each item and highlight possible risks Safety consideration on the hike – take mobile phone, keep in contact with other adults regularly, take children to lower ground if a fire is spotted, keep children together if a child is injured and call another adult for help control of students – keep closely supervised at all times medical requirements – give out list of students with dietary and medical needs. any questions
----------------------------	---

SIGNED:	DATE:
DISCUSSED WITH:	

## 5. Supervision and Activity Management

### 5.1 Staffing Ratios

- The ratio of staff to students will depend upon the nature of the outdoor activity undertaken and the age and experience of students.
- For all trips of any kind, the minimum number of accompanying adults is two.
- For a residential or camping trip, where a group is mixed-sex, then both male and female leaders must accompany the group.
- Senior students, even those who have reached the age of 18, cannot be counted in the overall staffing ratio.
- Educational assistants, support staff and parent helpers may only be included in the staffing ratio if they have been briefed and trained for the venture to the same degree as teaching staff (see 5.2)

The following ratios apply\*++

Activity	Minimum Ratio	Staffing
Sailing/Windsurfing	1:6	
Ski-ing	1:6	
AYP/Wild Camping/Orienteering	1:8	
Canoeing/Rowing	1:8	
Trekking overseas	1:8	
Cycling	1:10	
Class trips for Year 1 & 2 students anywhere	1:10	
Fieldtrips in Country Parks in HK	1:12	
Residential trips abroad	1:12	
Class trips in urban areas	1:15	
Residential Camps in HK	1:15	
Indoor social/academic activities	2 adults	

\* for SEN students, staffing ratios will depend upon the individual needs of the students and may require 1:1 supervision.

++ ratios may vary across the different school departments according to the age range

### 5.2 Training and Qualifications

#### 5.2.1 Leaders

Whilst it is recognised that past experience in leading trips is very desirable, it is important to emphasise that *experience* alone is not sufficient. Staff must be suitably *qualified* to lead the ventures they undertake. The minimum requirement of *leaders* will be:

- First aid training within the last two years by an School recommended or appointed trainer and training in risk assessment management appropriate to the activity is highly recommended.
- Where it exists, a qualification issued by the relevant supervisory body in Amsterdam.

<b>Activity</b>	<b>Qualification</b>
Orienteering	?
Sailing	Bronze Medallion + proficiency test as Helmsman (EMB)
Fieldtrips in Country Park	Emergency First Aider
Trekking abroad	Emergency First Aider

Where a leader is unclear about the requirements or wishes to lead an activity not mentioned here they should contact the Principal. Likewise if they feel they possess appropriate alternative qualifications, they should gain approval from the Principal.

### 5.2.2 *Accompanying Teaching Staff*

The nature of training for *accompanying teaching staff* will vary according to the activity:

<b>Activity</b>	<b>Minimum Staff Qualification</b>
Wild Camping	First Aid + schools' operating authority accreditation to Bronze level
Class trips in urban areas	No additional training necessary
Residential Camps outside Amsterdam	At least 2 staff to be First Aid trained
Fieldtrips in national parks	At least 2 staff to be First Aid trained
Canoeing/Rowing	As per leader
Sailing/Windsurfing	As per leader
Cycling	No additional training necessary
Trekking overseas	First Aid plus evacuation coverage
Residential trips abroad	First Aid

### 5.2.3 *Use of resident specialist Instructors*

Schools often employ specialist instructors to teach activities particularly during activities/interim/focus/horizons weeks. These instructors will have the necessary qualifications and experience that teaching staff may not.

It is acceptable for schools to use these resident instructors to *lead* such activities provided their qualifications and insurance coverage have been verified (see 5.3 below).

A member of The School's teaching staff, who is first aid trained, should always be present at the activity in a supervisory capacity.

## 5.3 Use of external agencies

Where external agencies are being used to deliver an activity, the suitability of the agency should be assessed using [Appendix S](#). This asks for verification of the qualifications of the instructors, their experience in the field and for details of their insurance.

## 5.4 First Aid Kits & Equipment

The equipment required will vary much upon the nature of the activity undertaken. For example, the content of a first aid kit will be determined by the type of activities involved, the number of students (and their age), proximity to hospitals and the expertise of staff. Ultimately the process of risk assessment should inform equipment selection.

### 5.4.1 First Aid Kit

See [Appendix O](#) for an annually updated list of suggested items for a first aid kit.

More adventurous activities will require further specialist items. These would usually be provided by outside agencies such as skiing and trekking companies. Seeking advice on what items to take on such trips should be undertaken as part of the preparation. For example, items such as a Laerdal adult resuscitator with adult and child mask, an oropharyngeal airway and an oximetry meter could be considered for remote activities, provided **staff are trained in their use**. This is crucially important. For example, where a student is at risk from anaphylaxis, it is necessary to understand the procedure for administration of adrenaline or epinephrine very well, as the wrong dosage could be fatal. Staff should ensure that they fully understand the implications of any stated medical condition and obtain expert advice if necessary.

It is important that all staff carrying a first aid kit are familiar with its contents and have used them in training. The purchase of standard kits such as those of the Wilderness Medicine Institute (<http://www.equip.com.au>) is strongly recommended.

**Any treatment or medication administered to a student should be logged using [Appendix K](#).**

### 5.4.2 Mobile Phones, Satellite Phones and Walkie Talkies

On all ventures in Amsterdam, every member of staff should have a mobile phone. On longer ventures, it is important to reserve one phone for emergency use only, to avoid the situation where batteries have depleted. Where possible, taking phones with different providers is desirable in order to widen the possible coverage. In some more remote areas, coverage is patchy and sometimes one phone provider will have coverage, whilst another does not.

In Amsterdam, where an activity is localised within a radius of 500m, it is possible for staff to stay in contact by walkie talkies, provided a direct line of sight is achievable. This might prove useful for supervising groups doing fieldwork in the same area but not directly within sight of the teacher.

On overseas trips, staff should have mobile coverage wherever it exists. On trips overseas, where mobile coverage is not available, such as when trekking in some areas, satellite phones should be used. These are expensive but essential in these circumstances and their cost should be factored into the cost of the trip.

## 5.5 Insurance & Medical Coverage

All schools should familiarise themselves with Public Liability Policy in place in the Netherlands. This policy should be available from the Principal.

Personal accident insurance is required for overseas trips and remains the responsibility of The School.

## 5.6 Risk assessment; evaluating the suitability of individual students for trips

A comprehensive risk assessment must have been carried out prior to the venture (see Section 4).

As part of the risk assessment an evaluation of the suitability of students for trips should be undertaken. Section 5.7 discusses risk stratification according to medical conditions. Other factors will also need to be taken into consideration. As well as ensuring that the activity is age-appropriate, the previous behaviour and physical capabilities of students need to be evaluated.

There may well be instances where a student's behaviour on a previous trip is considered inappropriate and they are considered too high a risk to be taken on future trips. There may also be students whose individual needs cannot be adequately met on a trip without posing a danger to other students.

Before agreeing to take a student on a trip the following three questions should be asked of all students:

1	Has there been any previous behaviour which suggests that taking the student on the trip will be a liability to other students and staff?	If 'yes' then thorough consultation should be made with the appropriate staff before accepting a student on to a trip. For students who have breached school rules on any trip partaking of further overseas trips is at the The head of each individual school department's discretion. This information should be available from feedback forms from previous visits.
2	Does the student have any of the medical conditions stated in the moderate or high risk areas of the next section 5.7 on ' <u>Risk stratification of students for participation in exercise</u> '?	If 'yes' then thorough consultation should be made with the parents and doctor of the student before accepting a student on to a trip. In the event of such student being deemed fit to go on an overseas trip, the trip leader should be given the support of trained medical personnel.
3	Has the student the physical capabilities to safely take	Where only one or two of the proposed activities on a trip are outside the physical capabilities of

	part in all the proposed activities?	the student, alternative activities should be planned and staffed. However, where a student will be overly challenged by several of the planned activities the student should be advised not to go on the trip and to seek alternative experiences where possible. This is important in enabling a student to have a positive and enriching experience whilst at the same time ensuring both the safety of the individual and the group
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## 5.7 Obtaining medical details; risk stratification of students

### 5.7.1 Obtaining medical details

As part of the preparation process, medical information should be sought from parents. Parents should be asked whether students have any of the conditions below so that a risk stratification exercise can be undertaken. Certain activities may present a greater risk to students with pre-existing medical conditions. The following table lists conditions that involve risk. The medical information form ([Appendix N](#)) suggest what further information might be sought:

<b>Condition/Risk Factor</b>	<b>Information to be sought</b>
Asthma	Severity & frequency of attacks, management of medication, date of last attack, whether hospitalization was required
Allergies	What causes the allergy, signs & symptoms of reaction, whether anaphylactic shock can occur and what treatment is necessary.
Rare Blood Type	Whether students have a rare blood type such as rhesus negative and the implications for blood transfusion in an emergency.
Diabetes	Extent and management of the condition.
Obesity	Extent and management of the condition.
Epilepsy	Severity & frequency of attacks, management of medication, date of last attack, whether hospitalisation was required.
Others such as a history of heart attack or sudden death in family, Hypertension, High Cholesterol.	Extent and management of the condition.

### 5.7.2 Risk Stratification

Low risk	No more than 1 risk factor listed above in 5.7.1.
Moderate risk	2 or more risk factors listed in 5.7.1
High risk	Febrile illness/Convulsions Dizziness or loss of consciousness during exercise Heart Conditions Uncontrolled hypertension, asthma or diabetes mellitus Unusual fatigue, shortness of breath or chest pain with usual activities Anaphylaxis

### 5.7.3 Management

Low risk	Medical clearance not necessary.
Medium and High risk	Medical examination and exercise testing recommended; students must be signed off by a doctor as fit to participate in the activity.

## 5.8 Common Hazards overseas

### 5.8.1 Climate

Any climate can prove unpredictable at most times of the year. With hot, humid summer months, typhoons, winter monsoons, air pollution and rainstorms it can be difficult to find a suitable slot for outdoor activities. November to March are the cooler months for camping in the Far East but they can still prove hazardous if weather conditions are not fully assessed. Temperatures can fall rapidly (up to 20 degrees in 24 hours) as the winter monsoon strengthens. Dry conditions bring a greater risk of fire danger (Australia, California, Greece, Italy) and air pollution is ever-present. With improving phone reception, it should prove possible to monitor weather conditions more closely in the field.

In some countries, a hot weather warning is only raised when temperatures are forecast to be above 32°C. When the humidity remains high, sustained exposure to the elements at temperatures below 32°C is still undesirable. The heat index in the table below should be used to decide whether to go ahead with a planned venture. The greater the index, the greater the risk of heat exhaustion during prolonged exposure.

	Temp °C								
RH %	28	29	30	31	32	33	34	35	36
50	28.4	29.7	31.0	32.6	34.4	36.3	38.4	40.7	43.1
60	29.4	31.0	32.8	34.8	37.1	39.5	42.2	45.1	48.1
70	30.7	32.7	35.0	37.6	40.4	43.5	46.8	50.3	54.2
80	32.1	34.7	37.7	40.9	44.4	48.1	52.2	56.5	61.2
90	33.7	37.1	40.7	44.7	49.0	53.5	58.4	63.7	69.2
100	35.6	39.7	44.2	49.0	54.2	59.7	65.5	71.7	78.2

Take Care	– drink water and isotonic drinks regularly
Extreme Caution	– Heat cramp and exhaustion possible – keep well hydrated
Danger	– Heat Exhaustion likely with prolonged exposure – limit exposure to short periods
Extreme Danger	– Do not proceed – Heat Stroke a real possibility

## 5.9 Briefing and Training of Students

### 5.9.1 Equipment

Having students correctly equipped is essential to the safety of the expedition. Students should be given an equipment list within one month of the trip and even earlier if it involves the purchase of expensive specialist equipment. In addition students (and parents) should be briefed about the type of equipment and its importance to the safety of the trip.

For some trips in Europe during the summer and in some countries all year round, the following should be regarded as essential:

- Hat
- Suncream
- Adequate Water/Fluids & Food (see below)
- Appropriate Footwear (usually robust trainers will suffice) and socks
- Mosquito Repellent
- Appropriate clothing to protect from sun, rain and cold weather.
- Head Torch (if walking after dark is a possibility)

More substantial or extended trips, such for the International Award, will require a more extensive kit list.

It is not recommended that students drink (large amounts of) distilled water. It can wash essential minerals from the body over a long period of time and is slightly acidic, irritating the stomach. A better choice is mineral or spring water, containing magnesium and calcium. During sustained activity and sports, isotonic drinks should be considered in addition to water, but not as a replacement, as they help to replenish the electrolytes sodium and potassium. Try to avoid those with excessive amounts of fructose. During the planning stage of a journey, thought should be given to providing ample opportunities to hydrate.

### **5.9.2 Training**

- Training/briefing sessions must be held well in advance of the trip. The number and scope of the sessions will depend upon the nature of the activity.
- For all trips to rural areas the briefing should include equipment, walking techniques, expected behaviour, country code and emergency procedures.
- More substantial ventures would require specialist training such as map reading, first aid and campcraft.
- Students should be educated about the need to inform staff as to their well-being and that of their friends on a regular basis, using the buddy system. In this way, staff can act proactively in anticipating illness and medical problems.

### **5.10 Incident Management**

In the event of an emergency, the plan set out in [Appendix P](#) should be followed. In the case of a critical incident the procedures outlined in each school's Critical Incident Policy and THE SCHOOL Policy ([Appendix W](#)) should be followed.

## 6. Monitoring and Evaluation of Fieldwork Activities

**6.1 Monitoring** is concerned with answering the question “Are the procedures being followed?” In order to monitor compliance with procedures, there need to be systems in place at school level.

At school level:

a nominated member of the staff appointed by the Principal is responsible for:

- collating the calendar of activities, residential and non-residential;
- liaising with each group leader to ‘sign off’ the Expedition Planning Checklist, to ensure that preparatory procedures have been followed;
- monitoring the record of accidents/near accidents ([Appendix U](#)) and sending it to Head of School for every trip;
- acting as the point of contact with the Head of School
- completing the annual return of activities to the Head of School ([Appendix V](#)).

The Head of School to:

- collate an annual return of activities;
- monitor the record of accidents/near accidents;
- maintain a database of activities carried out, residential and non-residential, localities, geographical spread, calendar.

**6.2 Evaluation** is concerned with the impact of the procedures on the quality of fieldwork and outdoor activities as well as an ongoing appraisal of the procedures so that they might be continuously improved.

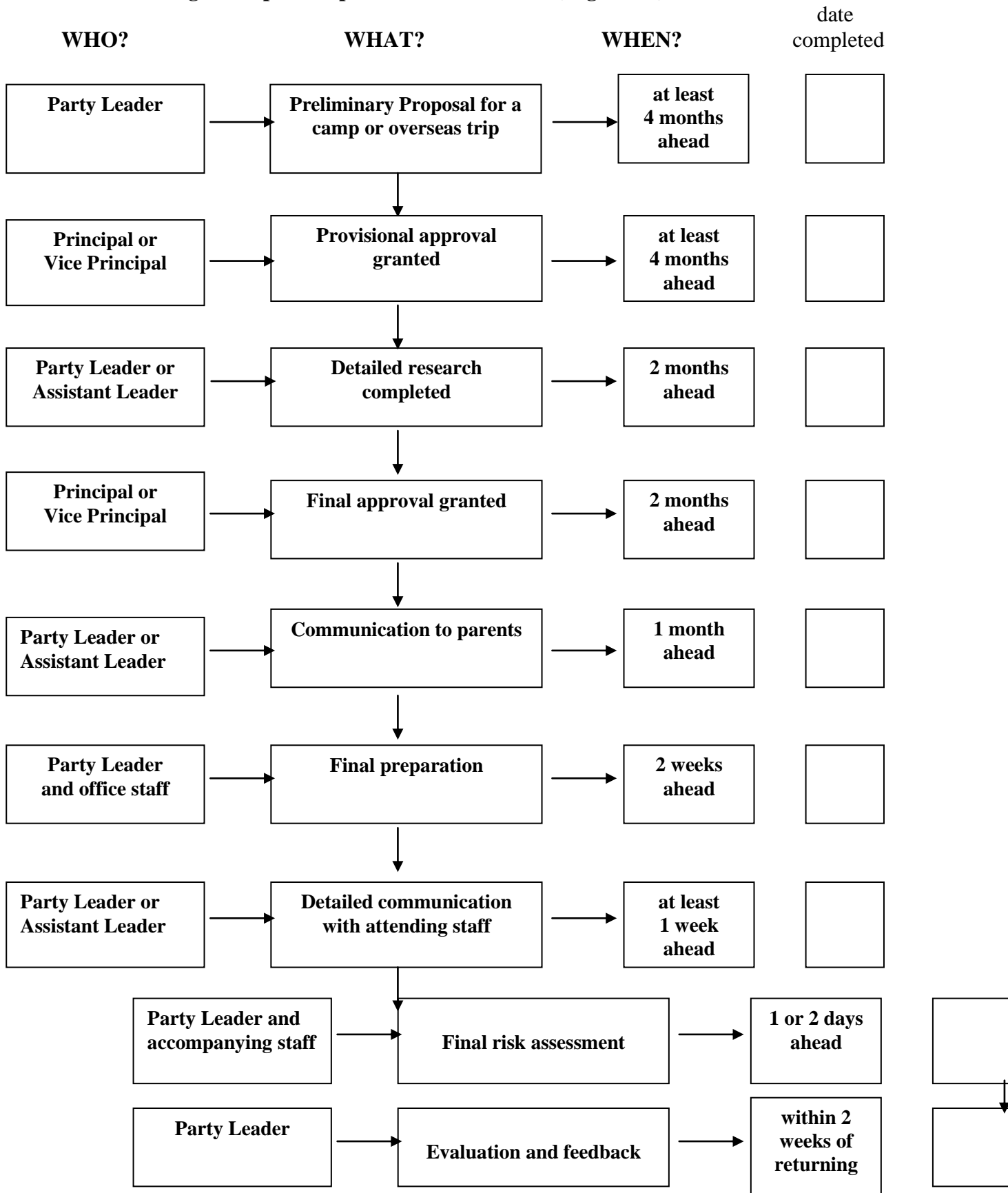
At school level:

- a member of The School leadership team to meet termly with activity leaders to evaluate the effects of the procedures;
- group leader to complete an evaluation of each activity on [Appendix T](#) within 7 days of the completion of the activity;
- The head of each individual school department to complete an annual report, evaluating the impact of the procedures and making any recommendations for actions (proforma [Appendix V](#)).
- The Principal, Vice Principal or Deputy Vice Principal Head to meet with The head of each individual school department annually to discuss improvement to the procedures as well as to make recommendations on the basis of monitoring.

# Appendix A

## PRIMARY HIGH RISK

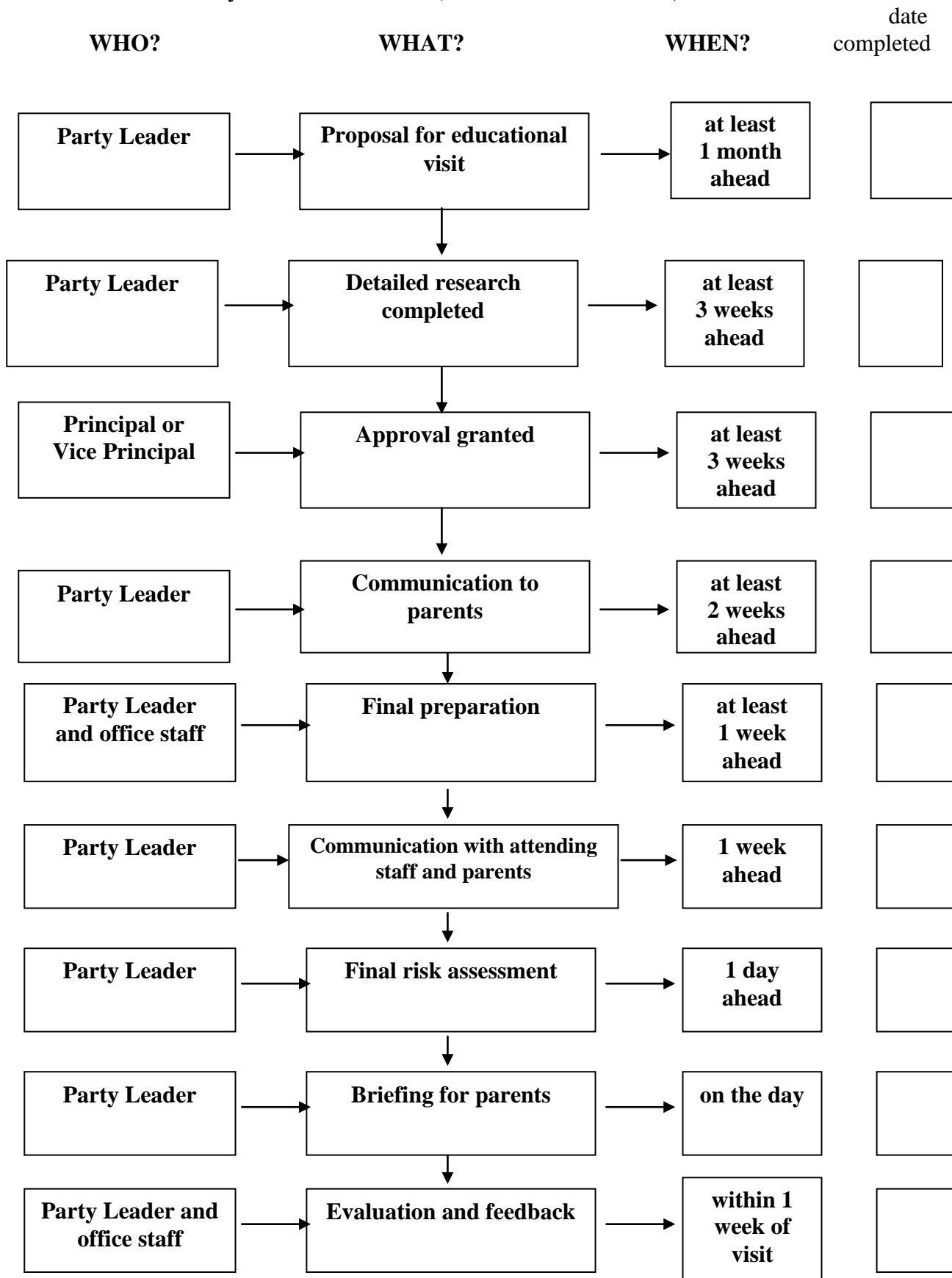
Figure 3.1 Expedition Planning Time Line – BSA Primary School  
Overnight camps or trips outside Amsterdam (High Risk)



# Appendix B

## PRIMARY LOW AND MEDIUM RISK

Figure 3.2 Expedition Planning Time Line –BSA Primary School  
One-day Educational Visits (Low and Medium Risk)



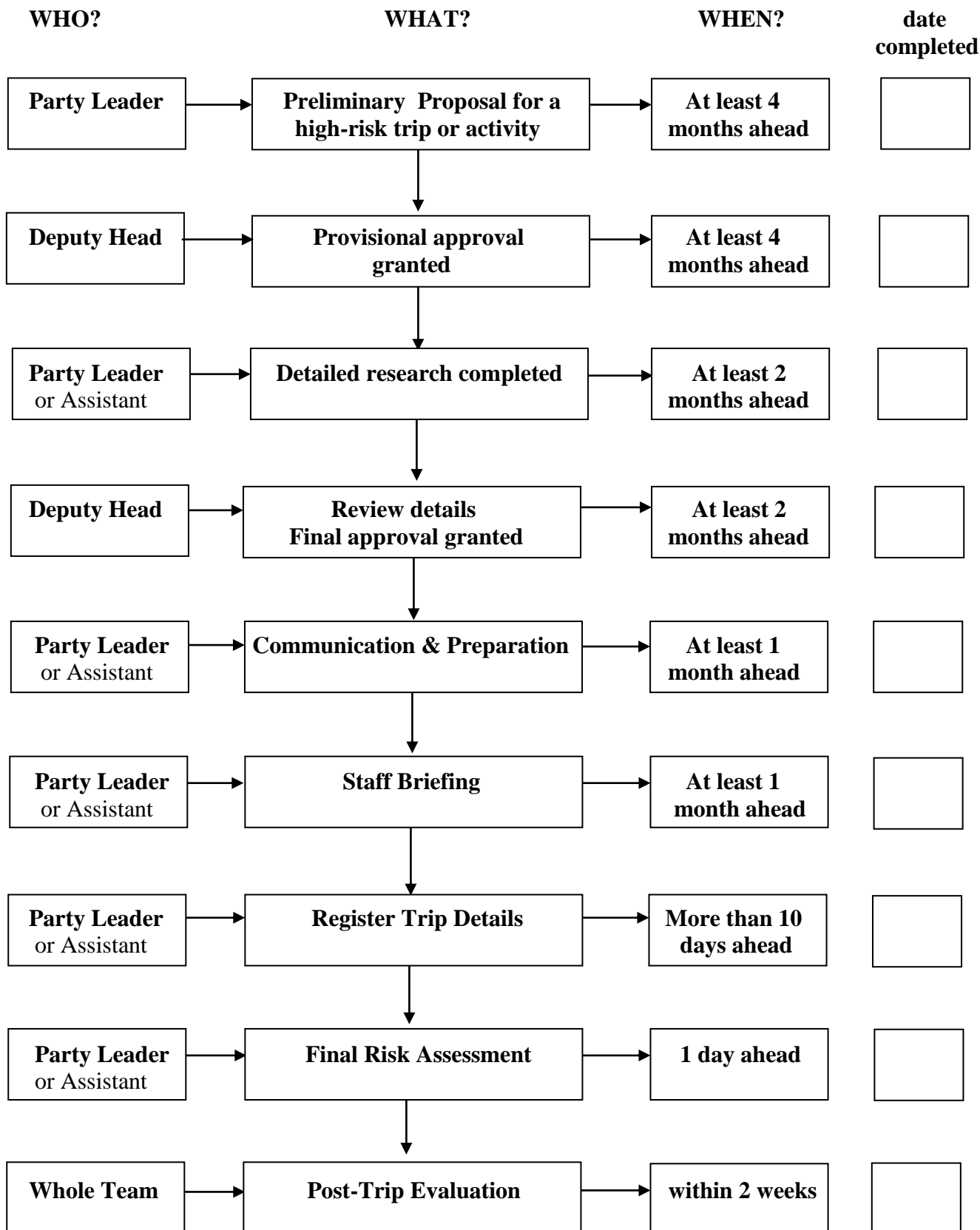
**Note:** Short outdoor or off-campus activities which are an integral part of a lesson-in-progress are not subject to the above preparations, as long as The School is aware that the activity is taking place and the staffing ratio is in line with the mandatory levels of supervision.

\* Low risk activities, arising at short notice and unable to comply with the expected time-line, must be referred to the Principal for approval.

# Appendix C

## SECONDARY HIGH RISK

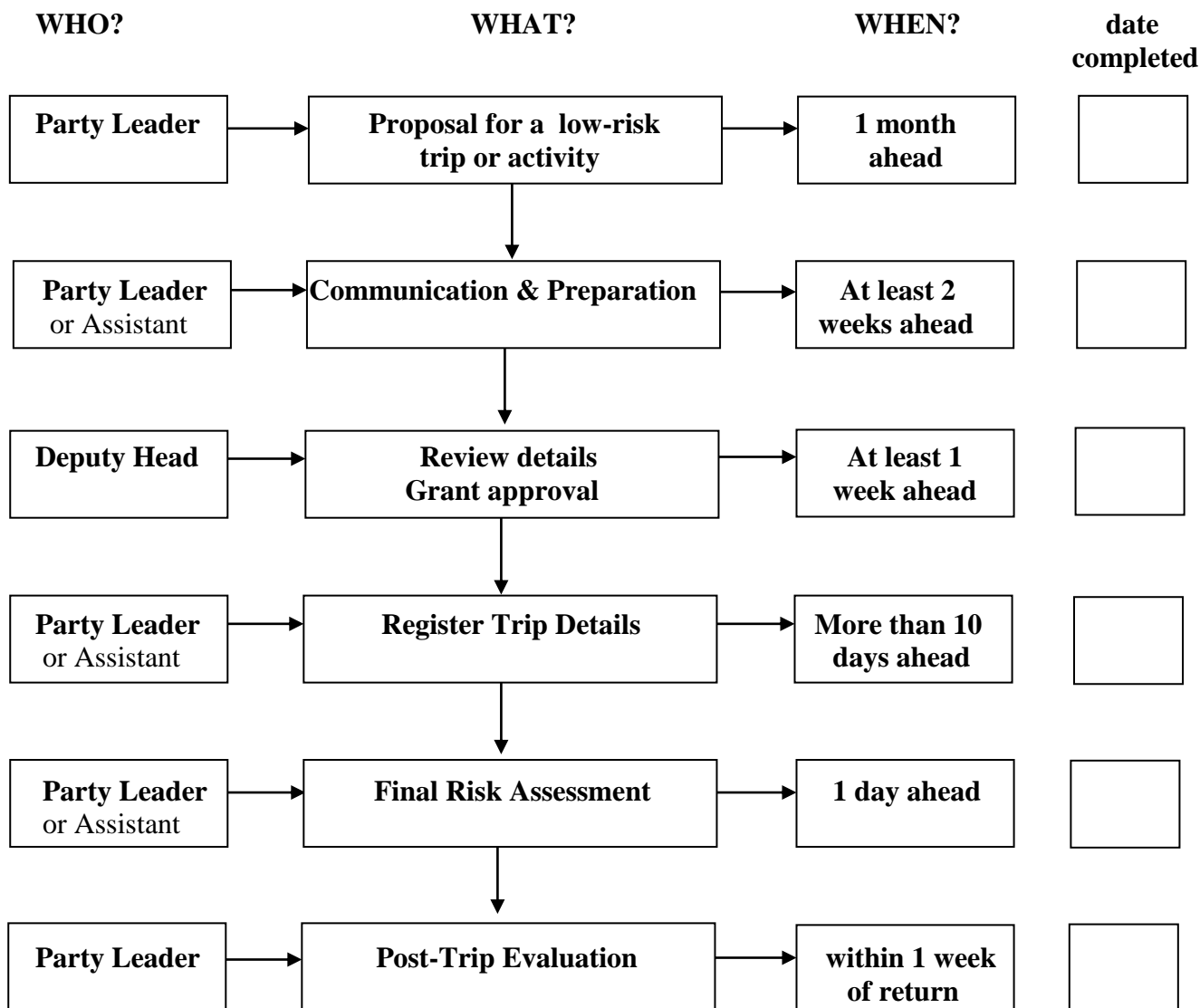
**Figure 3.3 BSA Secondary School  
Planning Time Line for a High-Risk Trip or Activity**



## Appendix D

### SECONDARY LOW AND MEDIUM RISK

**Figure 3.4 BSA Secondary School  
Planning Time Line for a Low and Medium Risk Trip or Activity**



**NOTE:** Short, outdoor or off-campus activities which are an integral part of a lesson-in-progress are not subject to the above preparations as long as The School is aware that the activity is taking place and the staffing ratio is in line with mandatory levels of supervision.

\* Low risk activities, arising at short notice and unable to comply with the expected time-line, must be referred to the The head of each individual school department for approval.



Development Item	Date when completed
<ul style="list-style-type: none"> <li>▪ the cost per student</li> <li>▪ travel arrangements</li> <li>▪ staffing</li> <li>▪ emergency contact for parents to call</li> <li>▪ equipment list</li> </ul>	
Medical / dietary / indemnity form issued to parents ( <a href="#">Appendix N</a> )	
Information evening for parents held	

<b>Final preparation (2 weeks ahead)</b>	
Appropriate Government agencies (eg. police in rural area overseas) informed ( <a href="#">Appendix R</a> )	
Training sessions held	
Medical, dietary and passport details of students collated by school office staff	
Medical data analysed and followed up, if necessary	
Assemble medical kits	
Risk assessment made on students, linked to student activities	
Each accompanying member of staff completed an indemnity form	
Overseas trips only – school office staff have checked the validity of student’s passports/visas and made photocopies of each	
<b>Detailed communication with attending staff (at least 1 week ahead)</b>	
Leader hosted detailed briefing of all staff attending the camp or trip, giving the following information: <ul style="list-style-type: none"> <li>▪ full details of all arrangements</li> <li>▪ medical and dietary alerts highlighted</li> <li>▪ risk assessment shared</li> <li>▪ equipment needed</li> </ul>	
First-aid coordinator appointed, to administer first aid and medication and to complete incident and first aid forms ( <a href="#">Appendix K</a> )	
<b>Final risk assessment (1 or 2 days ahead)</b>	
Party Leader has checked the weather forecast/pollution index and decided whether or not the trip can go ahead	
Overseas trips only - Party Leader has checked travel itineraries with the appropriate consulate or embassy and decided whether or not the trip can go ahead	
Risk assessment reviewed by all accompanying staff	
<b>Evaluation and feedback (within 2 weeks of returning)</b>	
Evaluation form completed ( <a href="#">Appendix T</a> )	
All incident / first aid forms collated	
School accounts dept. completed closing balance	

Signed .....

Date .....

Role .....

# Appendix F

## PRIMARY LOW AND MEDIUM RISK

### Expedition Planning Checklist – BSA Primary School One-day Educational Visits (Low and Medium Risk)

Year group / Class .....	Destination .....
Dates of Activity (dd/mm/yy) .....	

Development Item	Date when completed
<b>Proposal for educational visit (at least 1 month ahead)</b>	
Appropriate facility is booked eg. guide, entry to museum, if applicable	
<b>Detailed research completed (at least 3 weeks ahead)</b>	
Full itinerary developed, including travel arrangements and activities	
Equipment needed by staff and students is identified and listed	
Number of accompanying adults determined	
Sites, identified on itinerary, visited (list below)	
Risk assessment form completed (for activities and students)	
All costings calculated (including transport and equipment)	
Transport is booked	
Insurance validity and requirements checked	
Accompanying staff are named and training needs identified, if applicable	
<b>Approval granted (at least 3 weeks ahead)</b>	
The head of each individual school department has reviewed and signed the approval form ( <a href="#">Appendix I</a> ) and risk assessment	
Necessary training sessions are scheduled, if applicable	
<b>Communication to Parents (at least 2 weeks ahead)</b>	
Letter issued to parents, to include <ul style="list-style-type: none"> <li>▪ outline of itinerary</li> <li>▪ the cost per student</li> <li>▪ travel arrangements</li> <li>▪ request for parent helpers</li> <li>▪ request for updated medical details</li> <li>▪ request for any changes of contact details</li> <li>▪ permission statement (including indemnity)</li> </ul>	
<b>Final preparation (at least 1 week ahead)</b>	
Appropriate government agencies (eg. police in rural HK area) informed ( <a href="#">Appendix R</a> )	
Training sessions held, if applicable	
Permission forms checked by school office staff and followed up if missing	
Medical information of students and parent contact numbers collated by office staff and given to Party Leader	
Facility booking confirmed	
<b>Communication with attending staff and parents (1 week ahead)</b>	
Staff and parents given the full itinerary, including details of activities	
<b>Final risk assessment (1 day ahead)</b>	
Party Leader has checked the weather forecast and decided whether or not the trip can go ahead	
<b>Briefing for parents (on the day)</b>	
Parent helper meeting held before leaving school	
<b>Evaluation and feedback (within 1 week of the visit)</b>	
Evaluation form completed ( <a href="#">Appendix T</a> )	
School accounts dept. completed closing balance	

Signed.....

Date .....

Role .....

# Appendix G

## SECONDARY HIGH RISK

### Planning Checklist – BSA Secondary Schools

#### High-risk Trip or Activity

Year Group(s) _____ Destination _____ Dates _____ (dd/mm/yr)	Date each section when completed
<b>Preliminary Proposal for a High Risk Trip or Activity ( 4 months ahead)</b>	
prepare and complete a preliminary proposal including purpose/justification, date & time, location/destination, student group, staffing estimates	
<b>Seek Provisional Approval (at least 4 months ahead)</b>	
Provisional approval granted by The head of each individual school department and signed the preliminary approval form ( <a href="#">Appendix I</a> )	
<b>Detailed Research (at least 2 months ahead)</b>	
site visit	
risk assessment	
travel arrangements/visas	
Costing	
Insurance	
confirm qualifications of any external experts	
final staffing	
assess staff training requirements, if any.	
<b>Seek Final Approval (at least 2 months ahead)</b>	
Final approval for trip granted by The head of each individual school department ( <a href="#">Appendix D</a> )	
<b>Communication and Preparation (at least 1 month ahead)</b>	
recruit students, collect passport numbers/copies	
finalise itinerary	
proof read letter to parents (including detailed itinerary, travel details, staffing, contact numbers, inoculations, equipment list, as appropriate)	
collect medical/dietary information on students, helpers and staff	
analyse medical information and follow-up if necessary	
collect indemnity forms	
assemble appropriate first aid kits	
schedule and information evening	
staff training	
<b>Staff Briefing (at least one month ahead)</b>	
all accompanying adults fully briefed	
<b>Register Trip Details (at least 10 days ahead)</b>	
Full details left in school with person i/c trips	
Police advised on <a href="#">Appendix R</a> (if applicable)	
<b>Final Risk Assessment (1 day ahead)</b>	
Weather/signals checked prior to departure	
Final review of risks	
<b>Post-Trip Evaluation (within 2 weeks of return)</b>	
Collate all incident/first aid forms	
complete and submit accounts	
Complete evaluation form – review for future trips	

Signed : \_\_\_\_\_ Date: \_\_\_\_\_

Role: \_\_\_\_\_

# Appendix H

## SECONDARY LOW AND MEDIUM RISK

### Planning Checklist –BSA Secondary Schools

#### Low and Medium Risk Trip or Activity

Year Group(s) _____ Destination _____	Date each section when completed
Dates _____ (dd/mm/yr)	

<b>Proposal for a Low Risk Amsterdam Trip (at least 1 month ahead)</b>	
prepare a proposal including:	
Purpose and justification	
date and time	
Location	
staffing requirements	
site visit (if necessary)	
risk assessment	
travel arrangements	
Costing	
equipment needed (if any)	
<b>Communication and Preparation (at least 2 weeks ahead)</b>	
advise students	
proof read letter to parents (including itinerary, travel arrangements, staffing, contact numbers, equipment list, if any)	
book transport if needed	
collect parental reply slips	
collect medical/dietary information on students, helpers and staff	
analyse medical information and follow-up if necessary	
staff briefing	
<b>Seek Approval (at least 1 week ahead)</b>	
Details reviewed and approval granted by The Deputy Head	
<b>Final Risk Assessment (1 day ahead)</b>	
Weather checked prior to departure	
final review of risks	
<b>Post-Trip Evaluation (within 1 week of return)</b>	
Collate any incident/first aid forms	
complete accounts if any	
Complete evaluation form - review for future trips	

Signed : \_\_\_\_\_ Date: \_\_\_\_\_

Role: \_\_\_\_\_

# Appendix I

## APPROVAL FORM All school trips

<b>PRELIMINARY APPROVAL FORM</b>			
DESTINATION		LEADER	
PURPOSE AND AIMS		OTHER STAFF	
		No. STUDENTS	
		SPECIAL CONSIDERATIONS (staff qualifications, training needs, equipment etc)	
ACTIVITIES		SERVICE PROVIDER	

In-principle approval is given. The planning process must follow THE SCHOOL off-site activity guidelines and is subject to The head of each individual school department's final approval.			
Signed:		Date:	

<b>FINAL APPROVAL FORM</b>			
DEPARTURE DATE & TIME		RETURN DATE & TIME	
FLIGHT/FERRY/BUS DETAILS		FLIGHT/FERRY/BUS DETAILS	
Formal Risk Assessment completed and recorded on Form			
Appropriate stages of trip planning completed according to THE SCHOOL Planning Checklist			
Following information left with school contact: <ul style="list-style-type: none"> <li>• Student name and contact list</li> <li>• Staff contact details</li> <li>• Hotel/centre/camp and/or agent contact details</li> </ul>			
Appropriate travel insurance has been purchased (where applicable)			

Approval is given for the trip to proceed, subject to pre-departure checks.			
Signed:		Date:	

# Appendix J

## RISK ASSESSMENT

The purpose of this Risk Assessment is to ensure that all adults accompanying students in off-campus activities are aware of both the risks involved in the activities and the steps that have been taken to reduce their likelihood and impact. Identification of a risk to the group should be seen as a positive step, allowing measures to be taken to maintain the highest possible levels of group safety. As such, it should be completed as thoroughly as possible. Seek assistance from trained staff in your school, if necessary.

Location:			
Activities to be undertaken: NB: Each activity should be assessed individually			
Group size:		Age range:	
<sup>1</sup> OUTCOME	1	2	3
	Minor - irritation easily dealt with by group	Moderate - could affect group itinerary	Serious - involves external agency
<sup>2</sup> LIKELIHOOD	1	2	3
	Extremely rare	Unlikely	Possible
O + L greater than 5 should involve further consideration and discussion with relevant people - operator, The head of each individual school department, accompanying staff, parents etc.			

Risk	O <sup>1</sup>	L <sup>2</sup>	Control measures	Other

Student Considerations
------------------------

Individual Needs	Allergies	Asthma	Other

Student equipment	Staff equipment

Outline of Emergency Action Plan (to be completed for High Risk activities only)
Considerations: communications / access & exit points / medical assistance / group supervision / qualifications / equipment etc

Points for staff briefing:	

SIGNED:		DATE:	
DISCUSSED WITH:			

# Appendix K

## All Schools Overnight camps and Expeditions Medication Log for Prescribed Medicines

This log should be kept in the first aid kit.  
All prescribed medicines brought to camp by students should be entered in the log when administered by a member of staff.

Student's name	Medication	Dose	Date	Time	Signature

## Overnight camps and Expeditions Medication Log for Prescribed Medicines

This log should be kept in the first aid kit.  
All prescribed medicines brought to camp by students should be entered in the log when administered by a member of staff.

Student's name	Medication	Dose	Date	Time	Signature

# Appendix L

## Primary Schools – overnight camps Incident and First Aid Medical Attention

This log should be kept in the first aid kit. One copy should be kept for The School records and one copy sent home with the student at the end of camp.

Name:	Class:
Venue:	Date:
Parents, if you have any queries about this incident, please contact The School.	
First Aid Coordinator:	Party Leader:

## Primary Schools – overnight camps Incident and First Aid Medical Attention

This log should be kept in the first aid kit. One copy should be kept for The School records and one copy sent home with the student at the end of camp.

Name:	Class:
Venue:	Date:
Parents, if you have any queries about this incident, please contact The School.	
First Aid Coordinator:	Party Leader:

# Appendix M

## Secondary Schools - Overnight camps and Expeditions Incident and First Aid Medical Attention

This log should be kept in the first aid kit. A copy of each incident should be kept in The School records. Serious incidents should be reported to parents.

Name:	Class:
Venue:	Date:
First Aid Coordinator:	Party Leader:

## Secondary Schools - Overnight camps and Expeditions Incident and First Aid Medical Attention

This log should be kept in the first aid kit. A copy of each incident should be kept in The School records. Serious incidents should be reported to parents.

Name:	Class:
Venue:	Date:
First Aid Coordinator:	Party Leader:

**MEDICAL INFORMATION and CONTACT DETAILS UPDATE 2008- 2009**

In order to plan and conduct school trips in a safe manner is extremely important that staff are fully informed of any medical conditions that your child might possess. This form will be used for all activities that occur away from The School. It is therefore imperative that they are completed accurately and truthfully. It is the responsibility of the parent/guardian to provide The School with updated information needed for the care and safety of students.

**All information collected will be regarded as confidential and shall not be used or disclosed for purposes other than those for which it is collected.**

Name \_\_\_\_\_ School Site \_\_\_\_\_

Age \_\_\_\_\_ Year/class \_\_\_\_\_ Birth Date \_\_\_\_\_ Gender \_\_\_\_\_

Address \_\_\_\_\_  
\_\_\_\_\_

ID number \_\_\_\_\_ Nationality (by passport\*) \_\_\_\_\_

Passport number \_\_\_\_\_ (If under 11 years old \*)

Phone (Home) \_\_\_\_\_ Parent (Work) \_\_\_\_\_

Parent (Mob) \_\_\_\_\_

*In case of Emergency, contact:* \_\_\_\_\_ Relationship \_\_\_\_\_

My Child has had the following: (Please check)

**Allergies**

Life Threatening / Anaphalaxis  Non-life threatening  None

Allergy to (Please name)  Foods \_\_\_\_\_  Animals \_\_\_\_\_

Insects \_\_\_\_\_  Grasses, pollen \_\_\_\_\_

Drugs \_\_\_\_\_  Other \_\_\_\_\_

Describe what happens during a reaction:

In the event of a reaction, what actions are necessary:

Has hospitalization occurred because of a reaction;  No  Yes Date \_\_\_\_\_

Name of allergy medication \_\_\_\_\_

**Asthma :**

Does your child suffer from asthma ? YES / NO

Please indicate how severe your child's asthma is:

Mild	Moderate	Severe
Attacks are rare, limited mostly to tightness and wheezing	Occasional attacks which can be self managed using prescribed medication	Attacks are regular, severe and have required hospital treatment

When was your child's last asthma attack ? : \_\_\_\_\_

Did your child require medical/hospital treatment ? Yes / No

Please list the triggers of your child's asthma attacks: \_\_\_\_\_

Details of medication to be administered in the event of an attack? \_\_\_\_\_

Does your child have any of the following medical conditions that may require EMERGENCY care?

- G6PD deficiency     Convulsions /Epilepsy     Previous Serious Injury   
Joint Problems     Kidney Disease     Dizziness/ Fainting Spells   
Diabetes     Rare Blood type     Previous Surgery   
Tires easily     Heart Conditions     Rheumatic Fever   
Hypertension     Previous concussion or head injury

If YES, please give additional information.

**Other medical information**

- Frequent Nosebleeds     Hearing impairment     Contact lens / Glasses   
Psychological condition     Bed wetting     Travel sickness

Currently taking prescription or non-prescription medication (list below): yes / no

If YES, please give additional information

Has your child had a tetanus injection within the last 10years:    yes / no

**Dietary information**

Please outline below any special dietary requirements of your child and how best they should be catered for on the excursion

I have completed this medical form accurately, truthfully, and to the best of my knowledge as of today's date. I understand that it is my responsibility to inform The School of any new medical condition or change in this information.

I hereby give consent and full authority for the staff or agents of The School to arrange for and consent to any medical treatment or hospitalization for my child / guardian while s/he is in the care of The School. I further authorize these staff members to enter into and execute, on my behalf, such documents or consents as may be required by medical Practitioners, Health Care Professionals or Hospitals for such purposes. I have read the communications sent by The British School of Amsterdam relating to this trip and give consent to my son/daughter's participation.

Signature of Parent / Guardian \_\_\_\_\_ Date\_\_\_\_\_

Print name\_\_\_\_\_Relationship to student\_\_\_\_\_

\* Passport numbers are required for all students.

# Appendix O

For expeditions in Amsterdam, the following is recommended for a standard first aid kit:

## Drugs

1. Piriton (Chlorpheniramine)

Indication: Itchy skin, eye

Dosage: 2mg, every 8 hours under 12 years of age      Max: 4mg over 12 years of age

Side Effects: Drowsiness

2. Panadol (Paracetamol)

Indication: Fever

Dosage: 10mg/kg/dose, every 4 hours / 6 hours,      Max: 60mg/kg/day

3. Bactroban or Neomycin cream

Indication: Infected skin lesion, prophylaxis of bacterial contamination in minor skin wounds

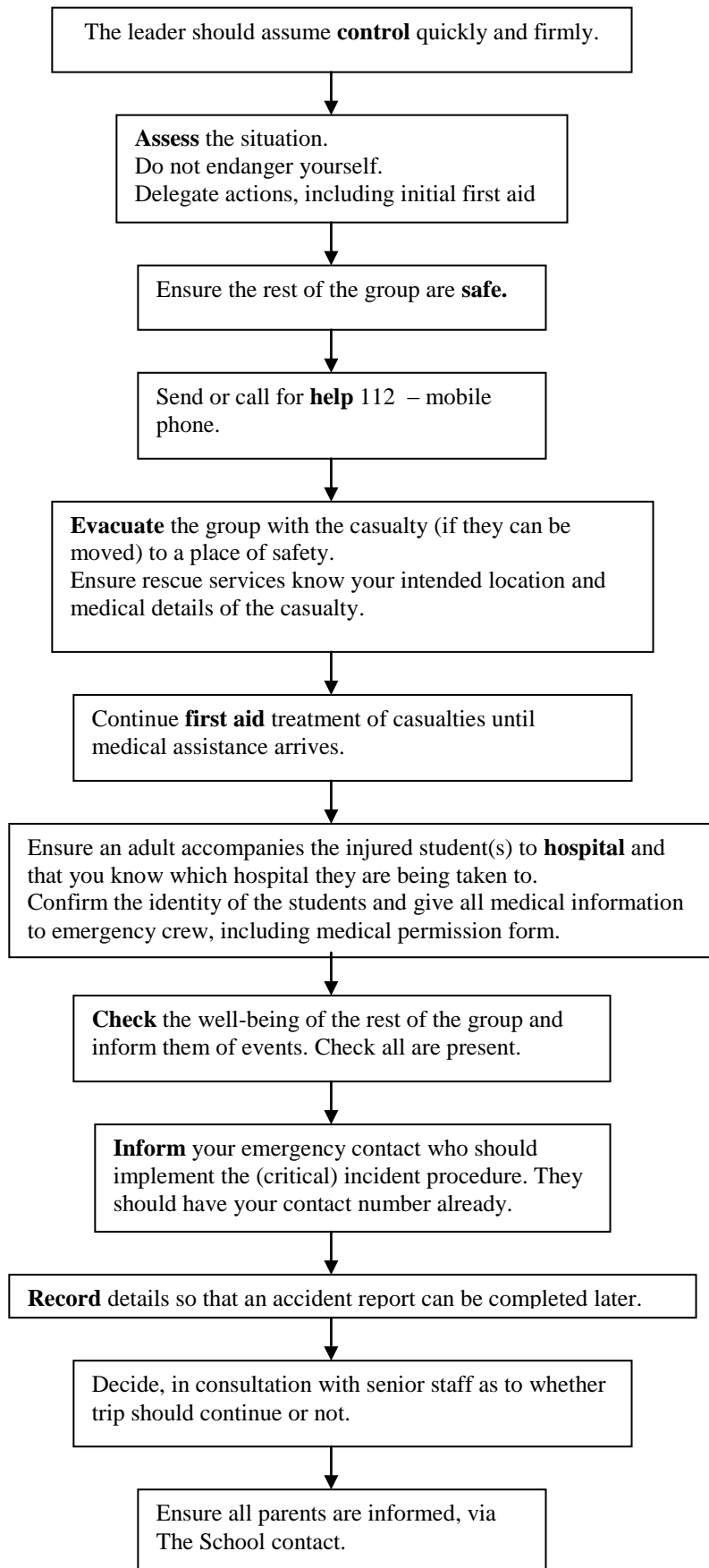
## First aid Material

1. Sterile gauze
2. Steri-strips to keep wound edge together
3. Op-site, transparent cover to cover wound
4. Standard dressing set to handle big open wound
5. Micropore tape
6. Tubi-grip (various sizes)
7. Safety pins
8. Bandages (roll and triangular)
9. Plasters
10. Scissors
- 11 Tweezers
12. Saline solution, for use as eye wash
13. Hibitane or Savlon disinfectant
14. CPR mask and plastic gloves; barriers to infection.
- \*15. Whistle
- \*16. Emergency space blanket

\* for more remote trips

# Appendix P

In the event of an emergency:



### After the incident:

- Do not discuss the incident with anyone except the police and school contact.
- Get help to record details from witnesses.
- Do not admit liability.
- Do not speak to the media without prior approval from the The head of each individual school department. If approval is given state only facts – do not answer questions or give opinions.
- Protect the rest of the group.
- When further information about the incident is confirmed, school contact should inform all parents of the incident even if their own children have not been directly involved.
- Complete all paperwork, informing the Head of your School and completing [Appendix E](#).
- Review the effectiveness of current procedures with the member of staff i/c school trips.

## Appendix Q

### Parental Consent Form for Out of School Visits and Activities

I consent to my son/daughter\_\_\_\_\_ being allowed to join educational visits and out of school activities (including overnight stays) organised by \_\_\_\_\_ School. I agree to him/her taking part in any or all of the activities proposed.

I have ensured that my son/daughter understands that it is important for his/her safety and the safety of the group that he/she obeys any rules and instructions given by the staff in charge and in particular follows the following Code of Conduct.

#### CODE OF CONDUCT

Students will be expected to exercise self-discipline, to show courtesy and consideration to staff, fellow students and members of the public.

*Additionally, for parents of secondary school students:*

- Smoking, drinking alcohol and the consumption of drugs that are illegal in Amsterdam are expressly forbidden.

Should my son/daughter break this code of conduct, I agree to support The BSA's implementation of appropriate disciplinary action which may include returning the student home at my expense.

I understand that, whilst the staff and helpers in charge of the members of the group will take all reasonable care for their health and safety, they cannot be held responsible, unless they are found to be negligent, for any injury, illness, damage or loss suffered by my son/daughter during or arising out of the journey. I authorise the leader of the trip or any member of The School staff present, to consent to such medical treatment – including inoculations, surgery, blood transfusions – which, in the opinion of a qualified medical practitioner, may be necessary for my child in the course of the trip. I, therefore,

agree to indemnify the British School of Amsterdam, its employees and agents against all liability for injury (including death), illness, loss to person or persons or damage of property caused by my son/daughter unless this can be shown to be due to the negligence of the English Schools Foundation or any of its employees.

Parent's signature: \_\_\_\_\_  
Date: \_\_\_\_\_

Parent's name in block letters: \_\_\_\_\_

Student's Passport No: \_\_\_\_\_ Emergency Phone No: \_\_\_\_\_

**APPROVAL OF  
OUTSIDE AGENCIES**

## Appendix S

In order to maintain the highest levels of safety for students and staff of the BSA we request that outside agencies provide information about the services they provide. Please feel free to include supporting documents, or to include information which is not requested below, but which you feel is relevant.

1. How long have you been in this particular business?.....
2. How long have you been running the activities which our students will undertake?  
.....
3. Does your organization have written examples of the following: (please circle)  
a. Safety Policies....**Y**....**N**    b. Risk Assessment....**Y**....**N**    c. Incident Plans...**Y**....**N**
4. Would you be willing to allow our staff to look at these documents? **Y**....**N**  
(if 'Yes' please provide copies of any relevant documents that you feel are appropriate)
5. Do you have a training programme for your staff?...**Y**....**N**
6. Are your staff required to hold recognized certification?...**Y**....**N** ( If 'Yes' please specify)
7. Are your staff trained in First Aid?...**Y**....**N** (If 'Yes' please indicate qualifications held)
8. Do you monitor the compliance of your staff with your organisation's standards?... **Y**....**N**  
(If 'Yes', please describe this process, using additional sheets as required)
9. Do you have company guidelines for essential equipment to be carried by your staff for this activity programme?...**Y**....**N** (If 'Yes' please specify using additional sheet)
10. Does your organization have Liability Insurance? ....**Y**....**N**  
(If 'Yes' , please provide us with a copy of your Insurance Certificate)
11. Does your organisation maintain records of accidents and near misses?...**Y**....**N**
12. Would you be willing to provide the names of other organisations who have used your company in recent years? ....**Y**....**N**  
(If 'Yes' please attach names and contact details on an additional sheet)

**Thank you for taking the time to complete this information.**

If you would like to discuss any aspect of the information requested, or would like to add anything which is not included, please get in touch with:

Name:.....Position.....

Contact Details: (phone/fax/email) .....

# Appendix T

## Evaluating Fieldwork and Outdoor Education Activities

*This evaluation form should be completed by the Party Leader and passed to the The head of each individual school department within 7 days of the end of every activity.*

School: \_\_\_\_\_ Party Leader \_\_\_\_\_

Date(s) of activity \_\_\_\_\_ Res  Non Res   
(Please √ one box)

Location of activity \_\_\_\_\_

### Success

### Areas for improvement/points to note:

### Any other comments

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

\* please note that accidents/near accidents should be recorded separately (see [Appendix U](#))

## Appendix U

### MONITORING FIELDWORK AND OUTDOOR EDUCATION ACTIVITY: ACCIDENTS AND NEAR ACCIDENTS

BSA School Site _____
* Date of activity _____ Residential <input type="checkbox"/> Non-residential <input type="checkbox"/> (Please ✓ one box)
* No. of students involved _____ Year group(s) _____
* Party leader _____
* Location(s) of activity _____
Accidents _____ _____ _____
Actions needed _____
Near accidents _____ _____
Actions needed _____
* The head of each individual school department's representative _____
Link to the party leader _____
* Please enter on database prior to activity

Return to the Principal or member of staff i/c Trips

This form should be returned after every fieldwork and outdoor education activity.

## Appendix V

### ANNUAL RETURN: FIELDWORK AND OUTDOOR EDUCATION ACTIVITIES

School \_\_\_\_\_ Academic Year \_\_\_\_\_

No. of residential activities \_\_\_\_\_

No. of non-residential activities \_\_\_\_\_

No. of residential activities involving foreign travel (ie outside of the Netherlands) \_\_\_\_\_

Staffing training undertaken in year \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

THE HEAD OF EACH INDIVIDUAL SCHOOL DEPARTMENT'S EVALUATION

Extent to which School procedures supported School activities

\_\_\_\_\_

Suggested changes to School procedures:

\_\_\_\_\_

Signed \_\_\_\_\_ Date \_\_\_\_\_

Return to the member of staff i/c trips