

# **EDUCATIONAL VISITS**

**Policy, Practice and Procedures**

**2007**

# Glossary of Terms

## Accompanying Staff

Members of staff, other than the Group Leader, who participate in the visit in a supervisory capacity

## Educational Visits' Co-ordinator

The person within the school or youth group who has responsibility to ensure that the visit meets all requirements.

## Employing Authority

This refers to the employers of the staff within schools and youth group for example:-

Controlled schools and youth clubs-  
The Education and Library Boards;  
Maintained schools –  
The Council for Catholic Maintained Schools;  
Voluntary schools –  
The Board of Governors;  
Voluntary youth clubs –  
The management committee

## External Provider

An organisation or company outside the direct control of the employing authority of the visiting group, which provides all or some elements of the programme or services required by the group, e.g. tour operator, residential centre, leisure centre etc.

## Governing Body

Refers to a school's board of governors or the management committee of a youth club.

## Group Leader

The accompanying member of staff who has overall responsibility for the group for the duration of the visit.

## Hazard

The potential for anything or anyone to cause harm.

## Leaders

The collective term for the adults who have responsibility for the young people, for the duration of the visit. (This includes Group Leader, accompanying staff and volunteer supervisor(s)).

## Outside Operator

An organisation or company which provides a transport service, usually on a commercial or profit making basis.

## Parents

Those with parental responsibility including 'guardians.'

## Risk

The likelihood that harm will in fact result if **nothing** were done to either eliminate or in some other way control the hazard to limit its harmful potential.

## Volunteer Supervisors

Adults other than staff members who participate in the visit, in a supervisory capacity.

## Vulnerable Adults

People over the age of 18 years with Special Needs who require specific supervision and attention.

## Young People

Children and young adults between the ages of 3 and 25 years.  
(covering the ages between Nursery and the upper age limit of the Youth Service).

## Young People with Special Needs

Children and young adults under the age of 18 years with Special Needs who require specific supervision and attention.

## Youth leader-in-charge

The person who has operational management responsibility for the youth organisation, club or project.

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# 1. INTRODUCTION

## 1.1

**A working group, comprising representatives of key stakeholder groups, including Education & Library Boards, Council for Catholic Maintained Schools, Governing Bodies Association, Northern Ireland Council for Integrated Education, Education & Training Inspectorate and schools (primary, post primary and special) was established in order to review current practice in relation to educational visits.**

## 1.2

**The remit of the group was to draw up a policy, practice and procedures document which would provide guidance for all those involved in planning and carrying out educational visits, in line with current best practice and in accordance with relevant Health and Safety and Child Protection requirements.**

## 1.3

**The views of relevant persons and organisations were sought throughout the process of producing this document. In addition, a province wide consultation was undertaken before the publication of the final document.**

## 1.4

**The working group wishes to put on record its total support for the widespread practice of involving young people in such visits and recognise the tremendous personal value that the participants derive from these experiences.**

## 1.5

**The working group recognises the enormous amount of dedication and hard work that organisers put into making all types of visit happen and acknowledges the degree of professionalism shown by school staff and youth workers**

**who willingly take on these extra responsibilities.**

## 1.6

**It is the earnest wish of the working group that this document is used to support and give direction to the planning and organisation of visits so that they can continue to play an integral part in the development and education of many of our young people.**

## 2. CONTEXT

### 2.1

Young people derive considerable benefit from taking part in educational visits. In particular, they have opportunities to participate in activities and gain from experiences not available in the normal classroom or youth setting. Such educational visits help young people to develop a wide range of valuable personal and social skills.

### 2.2

The majority of educational visits take place without incident and it is clear that those involved in planning and managing such visits are already demonstrating a high level of care, competence and safety awareness.

### 2.3

However, following a number of serious incidents involving young people, there is a growing concern amongst staff and parents that further steps are required in order to promote the highest standards of safety on educational visits.

### 2.4

Potential hazards should not discourage teachers and youth workers from undertaking educational visits. However, good planning and attention to safety will reduce the number of accidents and lessen the seriousness of any that may occur.

### 2.5

Adherence to the policy should reassure teachers and youth workers that they have followed existing good practice.

## 3. RATIONALE

### 3.1

This policy has been developed in order to underpin the planning and implementation processes required for the successful and safe completion of educational visits, as defined in this document (See Section 4).

### 3.2

The employing authority and those to whom the responsibility is delegated, shall ensure that all educational visits undertaken by their staff conform to this policy.

### 3.3

The aim of this document is to assist those involved in the planning and management of educational visits, through the identification of roles and responsibilities, the clarification of procedures and the exemplification of good practice.

### 3.4

For further clarification on specific issues or activities the following publications should be consulted:

- Pastoral Care in Schools – Child Protection – DENI (1999), DENI (2001) and supplements (2002).
- Health and Safety of pupils on Educational visits – DFEE (1999) DFES
- Safe Practice in Physical Education – BAALPE (1999)
- Group Safety at Water Margins (2003) – Central Council of Physical Recreation (CCPR) and the Department for Education and Skills (DFES).
- Health and Safety in Primary Science and Technology – Association for Science Education (2001)

### 3.5

## 4. DEFINITION

In addition, more detailed information on specific activities can be obtained from:

- **Subject associations e.g. Geographical Association**
- **British Association of Advisers and Lecturers in Physical Education;**
- **CLEAPSS – Consortium of Local Education Authorities for the Provision of Science Services**
- **National Governing Bodies e.g. British Canoe Union, Mountain Training UK.**
- **National Association of Field Studies Officers – Good practice guide for quality, safety and sustainability.**

### 4.1

**Within this document the term ‘educational visits’ refers to:**

**‘all academic, sporting, cultural, creative and personal development activities, which take place away from the young persons’ school or youth setting, and make a significant contribution to learning and development of those participating’**

## 5. CATEGORIES OF EDUCATIONAL VISITS

### Category 1

Visits which take place on a regular basis. (Non hazardous) and occur largely within establishment hours e.g. sporting fixtures, swimming pool visits and outings

### Category 2

One-off day /evening excursions (Non hazardous) e.g. field study trips, theatre visits, business/education visits, regional sporting fixtures

### Category 3

Residential visits of one or more nights within the UK or Ireland. (Non hazardous) e.g. visits to residential centres, field centres, youth and school exchanges, and award bearing schemes (Duke of Edinburgh)

### Category 4

Residential visits outside the UK or Ireland (Non hazardous) e.g. international exchange visits, sporting events, cultural activities and international community work

### Category 5

Hazardous Activities – residential and non-residential as exemplified below:

Hill walking

Fieldwork

Cycling/ mountain biking

Orienteering

Rock climbing/abseiling

Caving and potholing

Kayaking

Open canoeing

Windsurfing

Dingy sailing

Sub-aqua

Skiing/ Snowboarding

Horse riding

Angling

Waterskiing

Rafting

Rowing

Surfing

Bouldering/ Gorge walking

Swimming in open water

## 6. LEGAL CONTEXT

### 6.1

Under the common law, children, as with certain other groups of citizens, are legally entitled to receive special care and attention, in terms of their welfare and safety, by those in whose charge they are placed.

### 6.1.2

The safety and welfare of children while in the charge of others is specifically addressed through a number of statutes, the basic requirements of which are set out below.

### 6.2

Common Law Duty of Care (civil duty)

### 6.2.1

Within the context of this document, the common law ‘duty of care’ (a duty which is discharged daily by teaching staff and others who have a supervisory role with young people) relates to those activities which take place outside the school or youth organisation setting.

### 6.2.2

The consequences of not adequately discharging common law ‘duty of care’ can be insured against under employee liability and public liability insurance provisions. It is nonetheless incumbent upon staff who are supervising young people to act reasonably in all circumstances, so that the personal safety and well-being of those in their care are not jeopardised during the visit.

### 6.3

Health and Safety at Work (criminal duty)

### 6.3.1

The employing authority is legally obliged, to ensure that the health and safety of its employees and young persons in their care is safeguarded while in any way affected by such employer’s undertakings.

### 6.3.2

This duty is imposed through occupational health and safety statute, specifically under The Health and Safety at Work (N.I.) Order 1978, and places responsibility upon employing authorities to ensure that their management arrangements in general, (but also those arrangements

which encompass specific activities such as educational visits) are adequate to protect the health and safety of all those in any way affected by such employer's undertakings.

### 6.3.3

The manner in which such arrangements are developed is through the process of a risk assessment (See Section 12), the outcome of which acts as the basis for the organisation to establish that which needs to be put in place to allow the activity to proceed in a way which sufficiently manages the risks to which participants may be exposed.

## 6.4

**The Children (Northern Ireland) Order 1995**

### 6.4.1

The legal framework to protect children from harm is primarily provided by the Children (Northern Ireland) Order 1995 which became law on 4 November 1996 and repeals virtually all pre-existing legislation concerned with child protection. The central thrust of the Order is that the welfare of the young person must be the paramount consideration and it is this essential principle which underpins effective practice in the area of Child Protection.

### 6.4.2

The Order and associated guidance is reflected at local level through the publication of Child Protection Policies and Procedures by the Area Child Protection Committees within each of the four Health Boards. This guidance articulates more specifically the responsibilities of the statutory agencies, including education and identifies within the local context, the relevant contact personnel with responsibility for Child Protection within the respective statutory organisations.

### 6.4.3

The basic principles of Child Protection must always be borne in mind when undertaking an educational visit particularly where it includes a residential element.

- The young person's welfare must always be paramount and this overrides all other considerations.
- All young people have the fundamental right to be protected from harm.
- Young people have a right to be heard, to be listened to and to be taken seriously.
- Careful consideration must be given to young people who have special educational needs, as such children may be especially vulnerable.

## 6.5 Data Protection

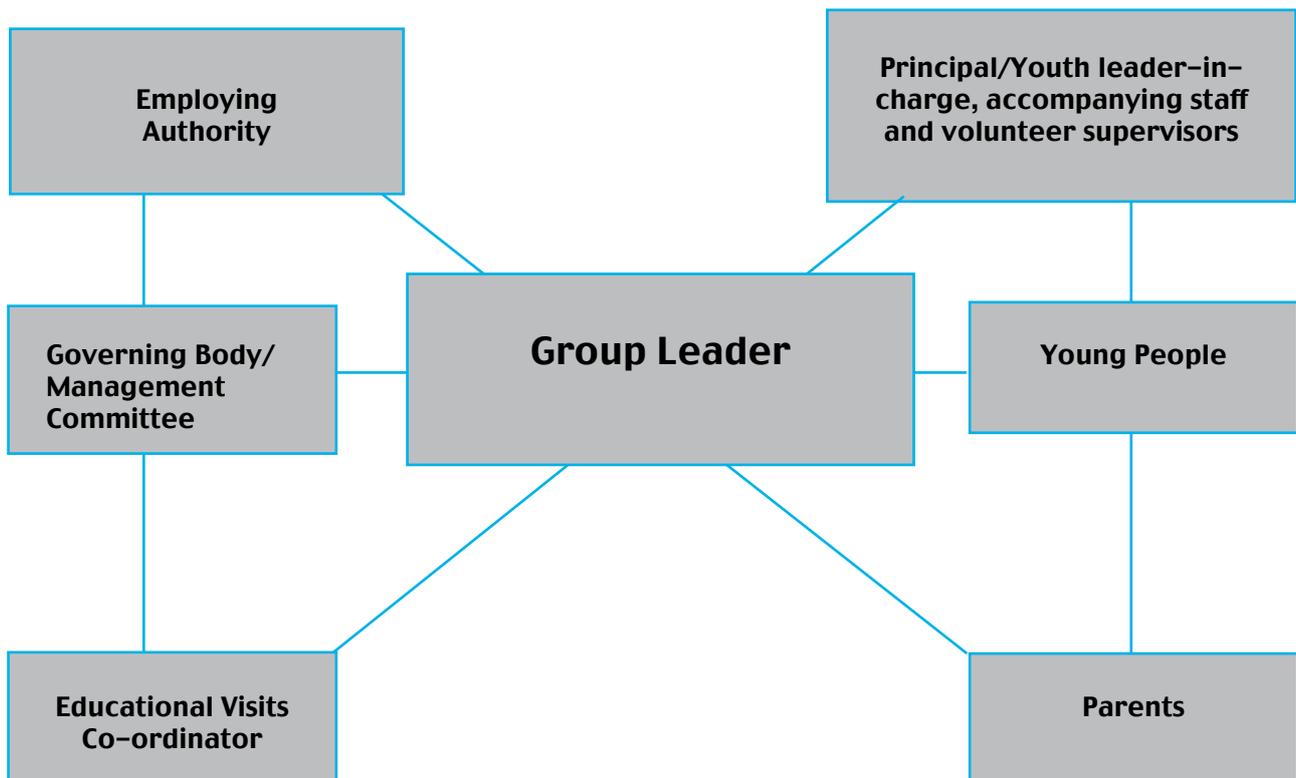
A range of information is required for the purpose of organising and reviewing an educational visit. This information is covered by the provisions of the Data Protection Act, 1998. A signature on such a form is deemed to be an authorisation to allow the school or youth group to process and retain the information for the purpose(s) stated.

# 7. ROLES AND RESPONSIBILITIES

## 7.1

The successful planning and implementation of an educational visit requires a contribution from a number of key personnel. Careful co-ordination and clarity of roles are vitally important.

The diagram below identifies the key players in the planning and implementation of educational visits.



## 7.2 Employing Authority

### 7.2.1

The responsibility for any educational visit rests with the employing authority. Almost without exception, this responsibility will be delegated to the manager (Principal/Youth leader-in-charge) of individual establishments (schools or youth organisations) within the employing authority.

### 7.2.2

Acting on behalf of the employing authority, it will normally be the Principal/Youth leader-in-charge, with the agreement of the governing body, from whom permission must be obtained before a visit takes place. However, in the case of visits within categories 3-5 the authorisation of the employer authority must also be secured.

### 7.2.3

The employing authority will generally retain a number of responsibilities:

The employing authority should provide:

- authorization for visits within categories 3 – 5
- advice and support for governors, principals, youth leaders, teachers, youth workers and other appropriate staff
- a written policy and the procedures which must be adhered to
- training, as appropriate,
- emergency telephone contact for the duration of the visit as necessary,
- insurance cover, as appropriate

### 7.3 Governing Body

#### 7.3.1

Governing Bodies, Boards of Governors and Management Committees of schools/youth groups have a central role to play in endeavouring to ensure that the best practice, in relation to educational visits, is developed and implemented within the organisation.

In pursuance of this aim the Governing body/Management committee should:

- ensure that the visit has specific educational objectives
- satisfy itself that the risk assessment has been carried out and that appropriate safety measures are in place
- ensure that all arrangements comply with the organisation's Child Protection policy
- ensure that the Principal/Youth leader-in-charge demonstrates how their proposal complies with the employer's policy
- assess and approve proposals for certain types of visit and submit these proposals to the relevant employing authority, as appropriate

- contribute to the establishment of an acceptable code of conduct for both leaders and young people

### 7.4 Educational Visits' Co-ordinator

#### 7.4.1

It is recommended that an individual member of staff is designated as the Educational Visits' Co-ordinator.

#### 7.4.2

This may be addressed in a number of ways depending on the size and nature of the school/youth group, for example:

- The head of the organisation, (Principal or Youth leader-in-charge) may take on this role, or other person designated by the head of organisation.
- In a larger school or youth group another member of staff may be designated as the educational visits co-ordinator for all visits e.g. vice-principal, senior teacher/leader.

#### 7.4.3

Whichever the case, it is recommended that the responsibility for ensuring that the criteria outlined below are addressed, rests with the person designated as Educational Visits' Co-ordinator.

#### 7.4.4

Ultimately, it is the Principal/Youth leader-in-charge, with agreement of their governing body, whose permission must be obtained before a visit takes place, as it is they who act on behalf of the employing authority, except in the case of visits within categories 3-5 where employing authority authorisation must also be secured.

The educational visits co-ordinator should be satisfied that:

- there is an acceptable code of conduct for leaders and participants (see section 8)
- the visit complies with the requirements of the Educational Visits, Policy Practice and Procedures document
- a competent Group Leader is selected
- child protection procedures are adhered to in the planning process, including the vetting of volunteer supervisors
- all necessary arrangements and preparations have been completed including risk assessment, before the visit begins
- all relevant checks have been undertaken if an external provider is to be used
- the Group Leader has experience in supervising young people of similar age and ability to those participating and will organise and manage the group effectively
- where relevant, the Group Leader or one of the leaders is suitably qualified and competent to supervise and/or instruct the young people during activities
- the Group Leader has taken reasonable steps to familiarise him/herself with the location/centre where the activity will take place
- voluntary supervisors on the visit are appropriate people to supervise children
- the ratio of leaders to young people is appropriate
- the employing authority has approved the visit, as appropriate
- proper procedures have been followed in planning the visit

- there is adequate and relevant insurance cover
- the Group Leader has the address and phone number of the venue to be visited and has a contact name
- a school/youth group contact has been nominated and the Group Leader has details
- the Group Leader, accompanying staff, volunteer supervisors and nominated school/youth organisation contact are aware of the agreed emergency contingency arrangements
- the Group Leader, leaders and nominated contact have all relevant information on the group members
- establish any arrangements which may be required for the early return of individual participants, have been established

#### 7.4.5

The Principal/Youth leader-in-charge should be clear concerning his/her role if taking part in the visit as an accompanying staff member. The Group Leader should remain in overall charge of the visit.

## 7.5 Group Leader

### 7.5.1

A member of staff should be designated by the Principal/Youth leader-in-charge as Group Leader. In the case of a school this should be a teacher.

### 7.5.2

The Group Leader will have overall operational responsibility for the supervision, discipline and conduct of the participants for the duration of the visit. He/she should be experienced in organising such visits, the supervision of pupils, and all relevant health and safety matters.

### 7.5.3

He/she should be able to direct and lead young people, and be suitably qualified/competent to instruct them in activities, as necessary.

### 7.5.4

The Group Leader has a crucial role to play in the successful and safe completion of an educational visit.

#### The Group Leader should:

- obtain the Principal's/Youth leader-in-charge's prior agreement before any off-site visit takes place
- appoint a deputy, if appropriate, with the consent of the Principal/Youth leader-in-charge
- adhere to policy and procedures
- undertake and complete the planning and preparation for the visit including the briefing of leaders, group members and parents
- ensure that all relevant checks (see section 18) have been undertaken if an external provider is to be used
- take steps to familiarise him/herself with the location/establishment where the activity will take place
- inform parents as to the terms and conditions of insurance cover
- undertake and complete an appropriate risk assessment

- gather enough information on the young people proposed for the visit to assess their suitability or be satisfied that their suitability has been assessed and confirmed
- ensure the ratio of leaders to young people is appropriate for the needs of the group and the nature of the activity to be undertaken (see section 14)
- clearly define the role of each member of accompanying staff and volunteer supervisors and ensure that all tasks have been clearly assigned
- have proper regard to the health and safety of the young people and ensure that adequate supervision is provided at all times
- ensure that the established code of conduct for both staff and young people is adhered to (see section 8)
- ensure child protection procedures are followed
- ensure that adequate First-Aid provision will be available
- ensure that, during the visit, leaders have up-to-date emergency contact details of:
  - central contact
  - parents/guardians
- ensure that accompanying staff and volunteer supervisors and the central contact are aware of the emergency procedures
- ensure that the group's leaders have the details of group members' special educational or medical needs, which will be necessary for them to carry out their tasks effectively
- consider stopping the visit if the risk to the health or safety of the young people is unacceptable and have in place procedures for such an eventuality
- regularly review visits/activities

## 7.6 Accompanying Staff

### 7.6.1

Accompanying staff on educational visits are responsible to the employing authority whether the visit takes place within normal hours or outside those hours.

### 7.6.2

Accompanying staff must endeavour to ensure the health and safety of everyone in the group and act as any reasonable parent would do in the same circumstances.

#### Accompanying staff should:

- accept the authority and follow the instructions of the Group Leader
- under direction of the Group Leader, assist with the organisation of activities and discipline of the young people
- ensure that the established code of conduct, for leaders and participants is adhered to (see section 8)
- consider stopping the activity and notify the Group Leader, if they think the risk to the health or safety of the group members in their charge, is unacceptable

## 7.7 Volunteer Supervisors

### 7.7.1

To satisfy staffing ratios, it may be necessary to involve persons other than staff members as volunteer supervisors, for example, parents. These adults can play a very valuable part in ensuring the safety of group participants while on a visit. However, prior to any visit they should be clear about their role and responsibilities during the visit.

#### Volunteer supervisors should:

- endeavour to ensure the health and safety of everyone in the group
- not be left in sole charge of group members except where it has been previously agreed as part of the risk assessment
- follow the instructions of the Group Leader (which may be provided in writing) and other accompanying staff, and help with control and discipline
- speak to the Group Leader or accompanying staff if concerned about the health or safety of the young people, at any time during the visit
- endeavour to ensure that the established code of conduct, is adhered to (see section 8)

### 7.8

Central Contact Back at Base (School/Youth organisation)

#### 7.8.1

Dealing with unexpected situations can be aided by a central figure, who will act as the contact person for both the group and the participants' families. This should be a responsible adult directly linked to the school/youth organisation who is fully briefed on the details of the visit.

#### Central Contact should:

- retain details of the place to be visited, contact personnel and telephone number, and mobile number, if appropriate
- retain a copy of the contact details of all the participants' parents/guardians/next of kin
- retain a copy of the contact details of the Principal/Youth leader-in-charge
- be fully briefed and aware of his/her responsibilities including the action to take in the event of a serious incident

**7.9**  
**Parents (or those with parental responsibility)**

**7.9.1**  
Parents or those with parental responsibility, should be able to make an informed decision as to whether their child should go on the visit. However, in the interests of the overall safety and success of the visit the ultimate decision as to who participates rests with those involved in organising the visit.

**7.9.2**  
The Group Leader should ensure that parents are given sufficient information in writing and are invited to a briefing session, where appropriate.

**Parents should :**

- sign the consent form
- provide the Group Leader with an emergency contact number(s)
- provide the Group Leader with relevant medical/dietary details, including any medication currently being taken, in writing (by means of the consent form) and any other relevant information (about their child's emotional, psychological and physical health) which may affect their participation in the visit
- help prepare their child for the visit, for example, by reinforcing the visit's code of conduct (see section 8)
- agree the arrangements established for a member of the group returning home due to unforeseen circumstances.

**7.9.3**  
Special arrangements may be necessary for parents who have particular or special needs, for example, those who are hearing impaired or whose first language is not English. Reference should be made to relevant ELB guidance materials.

**7.10**  
**Responsibilities of Young People**

**7.10.1**  
The Group Leader should, when briefing the young people, make it clear that they too have important responsibilities. (This should be appropriate to the age and development level of the young people)

**Young people should:**

- act in accordance with the established code of conduct at all times
- avoid taking unnecessary risks (see section 8 & appendix 6)
- follow the instructions of the Group Leader, and leaders, including those at the venue of the visit
- dress and behave sensibly and responsibly
- respect the property of others
- be sensitive to local codes, customs, and the environment
- look out for anything that might hurt or threaten them or anyone in the group and tell a leader of their concern

**7.10.2**  
Where appropriate, young people should be fully involved in the planning process.

**7.10.3**  
General guidance for young people in relation to their safety on educational visits is included in Appendix 6. Further consideration may need to be given to this matter when dealing with young people with special needs.

## 8. CODE OF CONDUCT

8.1

The establishment of a 'code of conduct' for all those participating in educational visits is an effective basis upon which to ensure the achievement of safe and successful outcomes.

8.2

The code, which would apply equally to all participants, should be drawn up by the school's/youth organisation's management, in consultation with staff and young people, if appropriate, and be agreed by the governors or management committee.

8.3

In advance of an educational visit, accompanying staff, volunteer supervisors, young people and parents should all be made fully aware of the code, including possible sanctions. All young people participating in an educational visit must agree to abide by the code of conduct at all times during the visit.

8.4

The code should aim to ensure that respect for the individual is maintained at all times and that neither peers nor others expose the young people to risk of physical, sexual or emotional abuse or harassment.

8.5

It is the responsibility of the leaders to maintain standards of behaviour and discipline while on educational visits. Leaders cannot avoid setting an example to group members in everything they do or say. Therefore, as far as possible, the leaders and young people should be subject to the same code of conduct.

8.6

While on a residential, leaders remain responsible for the conduct and safety of young people 24 hours a day. This should be taken into consideration when deciding on appropriate behaviour, practice and supervisory arrangements.

8.7

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

8.8

In developing and agreeing a code of conduct, the aim should be to reflect the ethos of the school/youth group, the nature of the place(s) visited and/or the activities undertaken.

8.9

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

- smoking
- drinking alcohol
- use of illegal drugs or mind altering substances
- appropriate relationships amongst participants
- appropriate relationships with others they may come in contact with
- security of personal belongings
- respect for individuals' privacy
- equality of opportunity
- expectations in relation to the completion of essential tasks
- acceptable manners and general behaviour thereby promoting enjoyment by all

8.10

Under no circumstances should persons other than official group members join the party.

8.11

The organisation, either school or youth organisation, has the right to refuse any young person from participating in the visit, whose involvement may be considered to be a danger to him/herself or to the group.

# 9. PROCEDURES

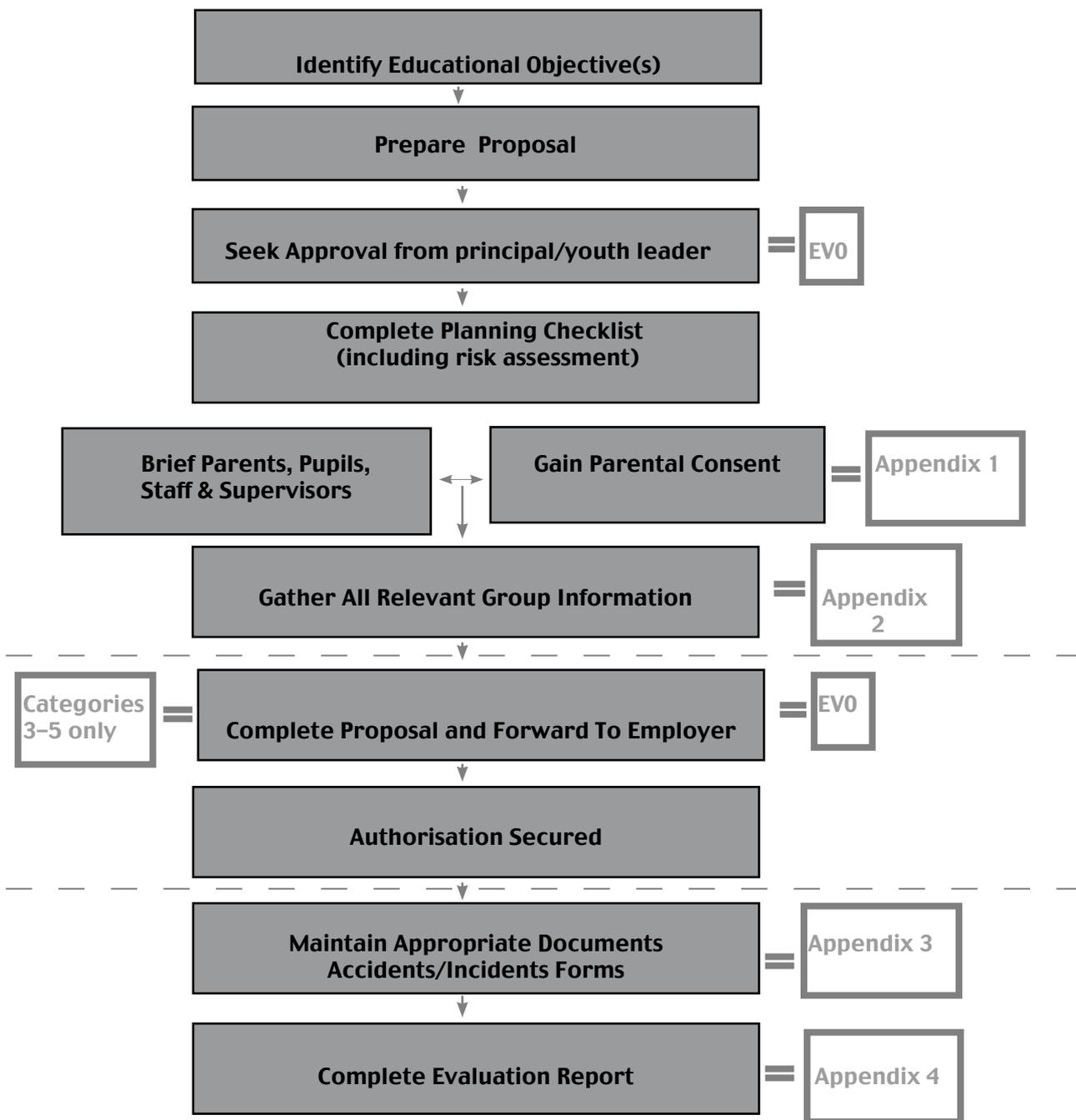
9.1

Great importance should be placed on the careful planning and preparation for all educational visits to ensure both educational benefit and safety. In order to assist these processes the following procedures have been developed.

9.2

Each stage of the process and, where appropriate, relevant forms, are outlined in the diagram below

Procedures To Be Followed  
(with forms to use and appendices to consult)



## 9.3 PROCEDURES – Step by Step

### Step 1 Identification of educational objective

The school or youth group identifies an area or areas of the curriculum for which an educational visit or visits may be an essential or relevant component. This could be taking a group of pupils to the local swimming pool on a regular basis or a one-off visit to a theatre.

### Step 2 Preparation of proposal

Once the educational objective(s) have been established, a proposal should be prepared which gives details of the activities to be undertaken, and the young people to be involved, the staffing etc. The EVO form can be used for this purpose.

### Step 3 Approval sought from Principal/Youth leader-in-charge

The proposal should be submitted to the Principal/Youth leader-in-charge for his/her consideration. It is the responsibility of the Principal/Youth leader-in-charge to decide whether visits go ahead. Therefore, it is essential that he/she be consulted at the earliest opportunity. Under normal circumstances, a minimum period of notice, 2 weeks notice for categories 1 and 2, and 4 to 6 weeks notice for categories 3, 4 and 5, is recommended. The EVO form should be used for this purpose. Detailed planning can proceed once approval has been given by the Principal/Youth leader-in-charge, in consultation with their governing body, as appropriate.

### Step 4 Completion of Planning Checklist

The planning checklist should be completed by those with key responsibilities for the visit. (See page 32/33)

### Step 5 Briefings

Accompanying staff, volunteer supervisors, parents and pupils, (see section 11), should be briefed about all aspects of the educational visit. Once parents are fully aware of the visit details they should be asked to give their consent in writing. This is essential for all young people up to the age of 18. The exemplar letter in Appendix 1 may be used for this purpose.

In the case of young people over the age of 18, who have severe learning

difficulties or vulnerable adults, parental consent may also be required.

### Step 6 Information collated

It is important to gather together all relevant information about the young people. This should be copied by the Group Leader and the originals retained by the school/youth group and the designated central contact person. Appendix 2 provides an example of a register.

### Step 7 Employing authority approval

In the case of educational visits in categories 3–5, a request for authorisation, signed by the Principal/Youth leader-in-charge, should be sent to the relevant employing authority. The EVO must be forwarded 4 to 6 weeks prior to the visit.

### Step 8 Authorisation secured

The visit can proceed once the employing authority's authorisation has been secured in relation to visits in categories 3–5. Authorisation should be provided in writing.

### Step 9 Maintenance of records

Copies of all forms and relevant information should be filed at the school/youth organisation. Any changes to the original approved visit(s) must be agreed, as appropriate, prior to the event taking place.

An educational visits incident/accident form is included (Appendix 3). This form may be used by leaders to keep a record of the pertinent information required of any incident or accident that occurs during the educational visit. It will also be useful where such an incident or accident needs to be

reported to the head of school or youth organisation, or where the employing authority requires its own documentation to be completed upon the groups return.

The Group Leader should also ensure that all documentation required by the employing authority, in relation to any incidents or accidents, is completed as required. This must be forwarded to the employing authority as soon

**as practicable. A copy should also be retained for school/youth group records.**

**An exemplar incident form is in Appendix 3.**

**Step 10 Evaluation**

**On return from a visit it is important to undertake an evaluation of the key aspects of the visit in order to facilitate future activities. The completed evaluation should be forwarded to the Principal/Youth leader-in-charge. Appendix 4 may be used for this purpose.**

## 10. OVERVIEW OF PLANNING PROCESS

This planning schedule has been designed as a guide to the overall planning process and encompasses the major issues that need to be addressed.

- i The proposed visit has clear educational objectives.

The nature of the visit has been established.

The target group has been identified.

- ii All the relevant information regarding the proposed educational visit has been presented to the management e.g. destination, itinerary, timescales etc.

- iii The management has approved the proposed visit.

- iv An initial risk assessment has been undertaken for all aspects of the visit and appropriate control measures have been put in place and recorded:

- hazards have been identified
- people who may be at risk have been identified
- evaluation of the risk has been undertaken
- additional safety and/or control measures have been established
- information has been disseminated to all relevant persons and appropriate records maintained

- v Where residual risks (inherent in all visits) still prevail an appropriate contingency/emergency plan has been put in place and disseminated to all relevant persons.

- vi The number of leaders in attendance has been agreed:

- a staff member has been identified as Group Leader
- accompanying staff have been identified
- volunteer supervisors have been identified
- police checks have been undertaken (where necessary)

- vii Leaders are fully aware of:

- their roles and responsibilities
- the standard of conduct required of them during the visits

- viii Young people and parents/guardians have been informed/briefed and understand the implications of their participation in the visit.

- ix Parents/guardians have given their written consent to the young people participating in the educational visit.

- x All relevant information (medical, dietary and contact details) pertaining to the young people participating in the educational visit has been obtained, recorded and appropriate action taken where necessary.

- xi The transport arrangements for the group are appropriate for the nature / type of journey(s) planned.

- xii Adequate insurance is in place to cover all aspects of the educational visit, including transport.

- xiii Where a residential visit is planned, the overnight accommodation has been assessed as appropriate in terms of:

- its suitability for the group
- its compatibility with the objectives of the visit(s)

- xiv Where the educational visit involve outdoor or adventurous activities, the Educational Visits Co-ordinator and Group Leader are satisfied that :

- appropriate management structures and systems are in place in relation to child protection / health and safety
- staff are competent to provide the activities
- all relevant checks have been undertaken to ensure the above is in place

- xv The Educational Visits' Coordinator has approved the operational arrangements for the visits.

- xvi Employing authority approval obtained, as appropriate

# 11 BRIEFING OF LEADERS, YOUNG PEOPLE AND PARENTS

## 11.1

Prior to any educational visit the Group Leader should brief all leaders, young people and parents.

- provided with guidance on the expectations and boundaries of their behaviour whilst participating in the educational visit.

## 11.2 Leaders

Supervision of young people is paramount. The roles, responsibilities and detailed duties of all leaders must be worked out well in advance of a visit. Unless otherwise agreed, it must be assumed that leaders are on supervisory duty at all times. It is essential that all accompanying staff and volunteer supervisors should be fully briefed before agreeing to participate in an educational visit.

### 11.2.1

The briefing should include the following key areas:

- educational purpose
- make-up of participating group
- details of all planned activities, including any that are hazardous
- expected level of participation in activities
- arrangements for supervision, including details of rotas
- roles and responsibilities of leaders and young people
- an agreed code of conduct
- health and safety rules
- procedures e.g. emergency, First-Aid etc
- cash handling arrangements, where necessary

### 11.2.2

The briefing of volunteer supervisory adults is particularly important as they are not part of the everyday life of the school or youth organisation and may not fully understand normal practices. Therefore, volunteer supervisors must be:

- notified of, and complete, vetting procedures prior to participation

## 11.3 Young People

### 11.3.1

Young people should be fully briefed before participating in an educational visit.

### 11.3.2

Information regarding the following should be provided:

- educational purpose(s) of the visit
- date(s)
- departure and return times
- transport arrangements
- address /location/accommodation
- details of all planned activities, including any that are hazardous
- health and safety rules
- responsibility for themselves and others ( see young persons responsibilities Appendix 6)
- arrangements for supervision
- role and responsibilities of leaders and young people
- an agreed code of conduct
- procedures e.g. emergency, First-Aid etc
- any special clothing or equipment needed
- recommended maximum pocket money, if appropriate
- liaison arrangements with school/youth group including an emergency telephone number
- details of arrangements relating to any participant sent home early
- cash handling arrangements, where necessary

## 11.4 Parents

### 11.4.1

At an early stage parents/guardians should be informed of the proposed visit. Where a visit includes a residential element, parents should have an opportunity to meet with accompanying staff and other volunteer supervisors.

### 11.4.2

Information provided to parents should include:

- purpose of visit
- date(s)
- departure and return times
- location for the pick up and set down of young people
- transport arrangements
- address /location/accommodation
- costs, if any
- details of insurance cover and any additional requirements
- details of all planned activities, including any that are hazardous
- arrangements for supervision
- agreed code of conduct and possible sanctions
- any special clothing or equipment needed
- recommended maximum pocket money
- liaison arrangements with school/ youth organisation including an emergency telephone number
- details of arrangements relating to any participant sent home early

### 11.4.3

Parents of all young people under the age of 18, and vulnerable adults, must be asked to sign a consent form giving:

- permission for their son/daughter to participate in activities

- details of any medical or behavioural condition which may affect their participation including medications, allergies etc
- emergency contact number
- advance permission for urgent medical treatment if this is judged to be necessary by medical authorities

### 11.4.4

Parents of young people under the age of 18, and vulnerable adults, must put in place suitable arrangements for the pick up and set down of their child prior to and after the educational visit. These must be agreed with the school in advance. Only by direct contact with a parent or guardian and the agreement of the school may an alternative to the scheduled pick up or set down locations be arranged. The Group Leader or supervisors of an educational visit group must not make ad hoc pick up or set down arrangements with a member of the group.

# 12 RISK ASSESSMENT

## 12.1

Educational visits cannot be entirely risk-free. The aim, therefore, must be to contain risks within acceptable levels. This is achievable provided that organisers give careful consideration to this policy document.

## 12.2

Care must be taken not to expose the child to unacceptable physical or psychological risk, particularly on those occasions when the educational visit aims to exercise the child's sense of adventure.

## 12.3

Fundamental to the planning process of any educational visit is the process of risk assessment.

## 12.4

Risk assessment allows schools and youth organisations to make a reasoned judgement about the level of risk involved and what needs to be put in place to reduce the risk to an acceptable level to permit the visit to go ahead.

## 12.5

This is achieved by either:

i) eliminating the identified hazards altogether: –

for example, by choosing not to use a water sports centre if the Centre staff do not possess current life-saving qualifications

or

ii) managing hazards by introducing effective control measures: –

for example, by ensuring that participants are lead by competent and experienced instructors when participating in adventurous activities

## 12.6

Risk assessment comprises the following steps:

- identifying the hazards
- identifying the people who may be at risk
- evaluating the potential risk

- establishing additional safety and/or control measures
- disseminating information to all relevant persons and maintaining appropriate records

## 12.7

The Group Leader should understand that risk assessment is a **dynamic process** and therefore must carry out **on-going risk assessment** during an educational visit and ensure that appropriate action is taken as necessary.

## 12.8

An example of an approach to Risk Assessment, using a scoring mechanism, is contained in Appendix 5. It should be recognised that there are other examples of good practice that already exist in schools. Such good practice should be built upon and disseminated across the whole school.

# 13 EMERGENCY/CONTINGENCY ARRANGEMENTS

## 13.1

**Establishing emergency procedures is an essential part of planning an educational visit. Everyone involved in the educational visit should be aware of the procedures that are to be followed in the event of an emergency.**

## 13.2

**Such procedures should outline clearly what is to be done during the actual emergency and after the event. A possible framework to follow is set out in Appendix 7.**

## 13.3

**Contingency planning relates to areas and circumstances which should be anticipated in advance of an educational visit, e.g. unsuitable weather, transportation problems, cancellation of an event, illness or injury etc.**

## 13.4

**Those responsible for organising educational visits should familiarise themselves, and others involved, with the contingency arrangements provided by the employing authority and/or other relevant organisations.**

# 14 SUPERVISION AND STAFF RATIOS

## 14.1

It is important to have the optimum ratio of leaders to young people for any educational visit. Supervision ratios should relate to:

- the category of the educational visit; (Section 5)
- the specific educational objective(s) and;
- the outcome of a risk assessment.

## 14.2

### Recommended Staffing Ratios

### 14.2.1

The Principal/Youth leader-in-charge must be satisfied that the ratio of leaders to young people meets recommended levels, and is appropriate to the educational visit to be undertaken.

### 14.2.2

Under normal circumstances the staff/pupil ratios detailed in this section should not be exceeded.

## 14.3

### Ratios – Requirements

	Age Group	Ratios
PRE-SCHOOL	Nursery	one adult for up to a maximum of <b>six</b> young people
PRIMARY	Foundation Stage (P1/P2)	one adult for up to a maximum of <b>ten</b> young people
	Key Stages 1 and 2 (P3-P7)	one adult for up to a maximum of <b>fifteen</b> young people
POST-PRIMARY	Key Stages 3 and 4 (Yr 8-12)	one adult for up to a maximum of <b>twenty</b> young people
	Post-16 (Yr 13/Yr14)	one adult for up to a maximum of <b>twenty</b> young people

### 14.3.1

On the basis of a risk assessment, it is likely that additional supervision may be required, particularly in relation to categories 3, 4 and 5 with reference to residential visits and hazardous activities.

### 14.3.2

Risk assessment may include the risk assessment of individual pupils, particularly within the special schools sector. This will have a direct influence on supervision ratios.

#### 14.4

The key factors which should be taken into consideration in the establishment of appropriate ratios are as follows:

- nature and location of activities to be undertaken
- age and ability of the group
- young people with special educational and/or medical needs
- day visit or overnight stay
- mixed or single gender group
- experience of supervisory staff in off-site supervision
- duration and nature of the journey
- type of any accommodation
- competence of supervisory staff, both general and in relation to specific learning activities
- requirements of the organisation/ location to be visited
- competence and behaviour of the young people
- seasonal conditions, weather and timing

#### 14.5

The following requirements should also be considered when establishing ratios:

- In all cases in post primary schools and where it is possible in primary schools, at least **one male and one female leader** should accompany mixed sex groups, where an overnight stay is involved
- **Bus drivers** i.e. those employed for the sole purpose of driving should not be considered as supervisory staff
- **Responsibility for participants' supervision cannot be handed**

over to others, even where an educational visit is to a centre with its own supervisory staff, unless previously agreed with all concerned from the outset

- Supervision can be **close or remote** but it is always for the duration of the visit
- **Close (direct) supervision** occurs when the group remains within sight and contact of the supervisor.
- **Remote (indirect) supervision** is planned and is subject to stringent controls, while the group is not necessarily within direct contact or vision of the leader at all times. Both the leaders and the group will know of each others whereabouts and clear lines of communication including rendezvous points will have been established. Leaders are required to remain in the area, in which the indirect supervised activity takes place, throughout period.

#### 14.6.1

In nursery, small primary and special schools, the need to involve volunteer supervisors is an accepted practice.

#### 14.6.2

To recruit suitable persons it may be necessary to:

- cluster with another nursery, primary school or youth organisation
- link with a local post-primary school
- establish co-operative arrangements with community groups
- enlist governors
- enlist parents
- enlist appropriate board personnel

## 15 VETTING

### 15.1

In the context of educational visits, it is essential that the school's/youth organisation's Child Protection Policy and procedures are followed.

### 15.2

This includes the requirement to ensure that staff who work with, or have access to young people have been subject to appropriate vetting procedures. Although the Department of Education guidance is framed in terms of schools, the procedures outlined are equally relevant to the Youth Service.

### 15.3

The need to vet volunteer supervisors should be made on the basis of their having 'substantial access to children'. Participation in an educational visit, particularly those with a residential element, would provide such access.

### 15.4

Therefore, it is required that all adults, who accompany groups of young people under the age of 18 are vetted in line with the employing authority procedures.

### 15.5

The procedure is relatively straightforward. The adult in question provides relevant details and gives permission for relevant checks to be carried out. The employing authority should deal with this information in the normal manner.

### 15.6

In addition, schools and youth organisations also need to be satisfied that places to be visited, particularly residential centres, have similar procedures in place for their own staff, who also have substantial access to young people.

## 16 TRANSPORT

### 16.1

The management of the school/youth organisation, on behalf of the employing authority, must be satisfied that all the transport arrangements meet the legal statutory requirements for the type of journey proposed.

### 16.2

Areas to consider:

- that the operator holds a valid Operator's Licence (this can be checked out by contacting the DOE or looking at their web site)
- the mode of transport is appropriate to the needs of the young people
- there is adequate supervision during transit (excluding driver)
- those involved in driving hold the relevant licence to drive the vehicle (Category D)
- those involved are insured appropriately
- guidance on the transport arrangements relevant to the particular group, e.g. age and/or developmental needs

### 16.3

Where schools or youth organisations require the use of **outside operators** to provide transport, it is crucial that they are satisfied that the **operator(s)** can demonstrate how they meet the above criteria.

### 16.4

Where leaders or parents choose to transport young people in their cars, organisers of the visit should:

- satisfy themselves that the vehicle holds a valid MOT Certificate, is licensed and **insured for the purpose**
- seek the agreement of the parents of the young people involved
- satisfy themselves that private car users do not carry more passengers than the number of seat belts available
- do so in accordance with the organisation's Child Protection policy

# 17 INSURANCE COVER

## 17.1

The school or youth organisation must ensure, well before the group departs, that adequate insurance arrangements are in place.

## 17.2

Principals/Youth leader-in-charge should clarify with their employing authority what insurance provision already exists and what additional cover may need to be arranged.

## 17.3

Parents should be informed of which responsibilities the school/youth organisation accepts and the scope of any insurance cover the school/youth organisation is to arrange.

## 17.4

Copies of the insurance schedule should be made available to parents as early as possible in the booking process.

## 17.5

The employing authority and or insurance company can advise on particular types of insurance requirements and cover arrangements, for example:

- personal injury
- medical cover for leaders and group members
- third party in relation to loss or damage to property
- specialised risk activities (often excluded from standard policies)

## 17.6

Additional arrangements may be necessary to obtain insurance cover for:

- activities abroad and activities of a potentially hazardous nature
- participants with medical conditions
- cancellations or other emergency situations

## 17.7

The Group Leader should scrutinise carefully the conditions, list of exclusions, and limits on cover in any policy provided by an outside organisation. If there is any doubt, the insurer should be asked for clarification before departure. The Group Leader may need to seek further advice from the employing authority if he/she is not completely satisfied with the insurance cover.

## 17.8

No person acting on behalf of a school or youth group should sign an indemnity for any outside body against liability without it first being checked and approved by the Claims and Legal Administration Manager.

# 18 USE OF EXTERNAL PROVIDERS

The term 'External Providers' refers to other organisations or companies which provide a service that is outside the direct control of the Employing Authority e.g. Tour Operators, Specialist Activity Providers, Residential Centres etc.

Where a school or youth group has opted to use the services of an 'External Provider' the Principal/Youth leader-in-charge must ensure that:

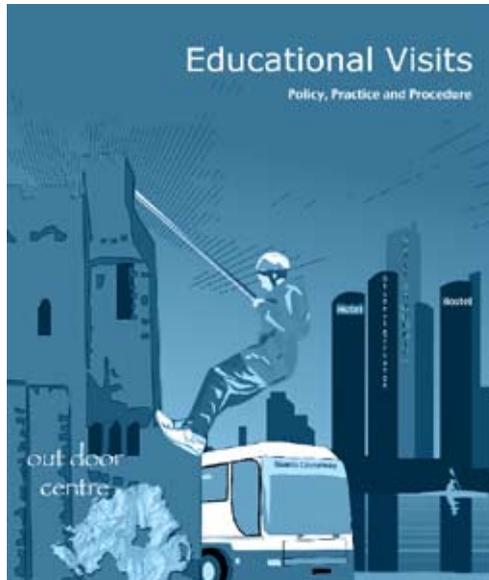
- employing authority policy and procedures are followed in relation to the use of such providers
- providers are reputable and have the necessary insurance in place for the services they provide
- staff involved in the delivery of the service are competent and are aware of their roles and responsibilities in relation to the group and child protection
- adequate emergency and contingency plans and procedures are in place in the event of unforeseen circumstances.

These prerequisites should be ascertained in writing from the external provider as part of a risk assessment.

## Note:

A compulsory licensing scheme for Outdoor Activity Providers, which endorses the provider's competence to deliver activities to young people (under 18s) exists in England, Scotland and Wales. Group Leaders should therefore take cognisance of their chosen provider's licence and note the activities which they are licensed to offer. Not all activities require a licence. Further details can be obtained from the [Adventure Activity Licence Authority](#).

There is no such requirement or structure in place at present for the licensing of outdoor activity providers in Northern Ireland.



**ESSENTIAL FORMS**

**AND**

**APPENDICES**

# Notification of Educational Visit

To be completed by the Educational Visits Co-ordinator

Name of School:-	
*Name and address of other school/s involved [if applicable]	
Educational objective of visit:	
Place[s] to be visited:	

KEY STAGE GROUP:	Nursery	Foundation P1/P2	Key Stage 1	Key Stage 2	Key Stage 3	Post - 16
Tick						

Total Numbers of Young Persons Involved	Your School	Male		Female
	*Other School/s	Male		Female

Proposed Date[s]		Category of visit: 1   2   3   4   5				
From:		To:		Number of Days [incl]:		
Estimated cost per young person: £						
Activities to be Undertaken:						



## PLANNING CHECKLIST

School/Youth Group: .....

Date of visit from ..... to .....

Venue: .....

Group Leader : .....

	Yes	No	N/A
<b>i The proposed visit has clear educational objectives.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>The nature of the visit has been established.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>The target group has been identified.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ii All the relevant information regarding the proposed educational visit has been presented to the management e.g. destination, itinerary, timescales etc.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>iii The management has approved the proposed visit.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>iv An initial risk assessment has been undertaken for all aspects of the visit(s) and appropriate control measures have been put in place and recorded:</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• hazards have been identified	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• people who may be at risk have been identified	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• evaluation of the risk has been undertaken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• additional safety and/or control measures have been established	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• information has been disseminated to all relevant persons and appropriate records maintained	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>v Where residual risks (inherent in all visits) still prevail an appropriate contingency/emergency plan has been put in place and disseminated to all relevant persons.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>vi The number of leaders in attendance has been agreed:</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• a staff member has been identified as Group Leader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• accompanying staff have been identified	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• volunteer supervisors have been identified	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• police checks have been undertaken (where necessary)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>vii Leaders are made fully aware of:</b>			
• their roles and responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• the standard of conduct required of them during the visits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No	N/A
viii Young people and parents/guardians have been informed/briefed and understand the implications of their participation in the visit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ix Parents/guardians have given their written consent to the young people participating in the educational visit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
x All relevant information (medical, dietary and contact details) pertaining to the young people participating in the educational visit(s) has been obtained, recorded and appropriate action taken where necessary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
xi The transport arrangements for the group are appropriate for the nature / type of journey(s) planned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
xii Adequate insurance is in place to cover all aspects of the educational visit, including transport.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
xiii Where a residential visit is planned, the overnight accommodation has been assessed as appropriate in terms of:			
• its suitability for the group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• its compatibility with the objectives of the visit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
xiv Where the educational visit involves outdoor or adventurous activities, the Education Visits' Co-ordinator and Group Leader are satisfied that:			
• appropriate management structures and systems are in place in relation to child protection / health and safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• staff are competent to provide the activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• all relevant checks have been undertaken to ensure the above are in place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
xv The Educational Visits' Co-ordinator has approved the operational arrangements for the visits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
xvi Employing authority approval obtained.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# CONSENT FORM

School/Youth Group Name: \_\_\_\_\_

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

I consent to my son / daughter\*.....(Name in full)

taking part in the educational visit to be held on.....

I confirm that he/she\* is medically fit to participate.

\* delete as appropriate

Please give details of:

1. Any current medical condition/any medication being taken

.....  
.....

2. Any other relevant information which may affect his/her participation in the visit (including allergy or dietary requirements)

.....  
.....  
.....

3. Emergency contact numbers:

Home: .....

Work: .....

Mobile: .....

Other: .....

I accept the established code of conduct for the educational visit and agree to the arrangements relating to my son/daughter returning home from the visit due to unforeseen circumstances.

I agree to my son/daughter receiving emergency medical treatment, including anaesthetic, as considered necessary, by the medical authorities present. I understand the extent and limitations of the insurance cover provided.

Signed ..... (Parent/Guardian)

Date .....

The information on this form is requested for the purpose of organising an educational visit. The information is covered by the provisions of the Data Protection Act, 1998. Your signature to the form is deemed to be an authorisation by you to allow the school or youth group to process and retain the information for the purpose(s) stated.



# Educational Visit Incident Record Form

1 Name of School/ Youth Group \_\_\_\_\_

2 Name of Group Leader \_\_\_\_\_

3 Date, Time and Location of Incident \_\_\_\_\_  
\_\_\_\_\_

4 Name and address(es) of witness(es)

(a).....

(b) .....

(c).....

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

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

Signed.....

Date .....

The information on this form is requested for the purpose of organising an educational visit. The information is covered by the provisions of the Data Protection Act, 1998. Your signature to the form is deemed to be an authorisation by you to allow the school or youth group to process and retain the information for the purpose(s) stated.

## Post Visit Review

Group Leader: \_\_\_\_\_

Visit to: \_\_\_\_\_

Dates: \_\_\_\_\_ To: \_\_\_\_\_

Please comment on the following:-

Issue	Response
<b>Was the venue suitable?</b>	
<b>Was the accommodation / food / equipment of a suitable standard?</b>	
<b>Were the venue staff competent ?</b>	
<b>Were the travel arrangements appropriate?</b>	
<b>Were the educational objectives met?</b>	
<b>Was the content of programme relevant to the group?</b>	
<b>Were the young people effectively briefed prior to the visit?</b>	
<b>Were agreed procedures followed by all in a supervisory capacity?</b>	
<b>Are there any specific issues which need to be addressed as a result of this visit?</b>	

Other Comments:

Signed Group Leader: \_\_\_\_\_

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

## RISK ASSESSMENT

This is an example of an approach to Risk Assessment, using a scoring mechanism. It should be recognised that there are other examples of good practice that already exist in schools. Such good practice should be built upon and disseminated across the whole school.

Risk assessment can be undertaken by identifying the hazards and then assessing the risk. Note that a hazard is anything with the potential to cause harm. Risk is the likelihood of harm from the hazard being realised.

Probability of occurrence	Score	Consequence of outcome
Highly unlikely to ever occur	1	Slight inconvenience
May occur but very rarely	2	Minor injury requiring First-Aid
Does occur but only rarely	3	Medical attention required
Occurs from time to time	4	Major injury leading to hospitalisation
Likely to occur often	5	Fatality or serious injury leading to disability

Risk = Probability of occurrence x Consequence of outcome

The level of risk can be calculated by multiplying probability by consequence, so providing a theoretical maximum score of 25. If the resulting score totals 10 or more then active management of the risk is required.

The vital issue is whether the risk can be managed. If there are doubts that the risk is manageable, then it is advisable to change the activity and/or the location. Where there is considerable concern as to the outcome, it is better to abandon and redesign the educational visit than to expose young people to an unacceptable level of risk.

Group Leaders must fully record their risk management decisions on paper.

‘As with much health and safety legislation and regulations the paper at the end of the process is of minor significance compared to the professional judgement of the group. As risk management is becoming recognized in all walks of life it is important that young people become involved in the process at the earliest possible stage.’ (Teaching Geography, Vol. 25, No. 2, April 2000, p. 74) Schools and youth clubs need to develop young people’s understanding of risk. This will then equip and prepare them to undertake risk assessment and help them to determine how risk can or cannot be managed.

## YOUNG PERSON'S RESPONSIBILITIES

### General

- Always think about your own and others' safety.
- If you have a problem or are worried about something, always tell someone whom you trust. This may be your teacher, youth leader, or course organiser – don't suffer in silence!
- If you have particular health or dietary needs, tell the supervising adults and/or the organiser.
- Always follow the instructions of your Group Leader and leaders, including those at the venue of the visit.
- If you do get lost or separated follow the procedures agreed for such an occurrence (see Appendix 7). If totally disorientated and confused go to a public place where you will be seen by lots of people and where you can ask for directions.
- If approached by someone you don't know in a threatening or concerning manner, just walk away.
- If travelling on a bus or train and someone makes you feel unsafe, move to a different seat, preferably closer to the driver or other passengers.
- Personal travel arrangements should be carefully planned. Ensure you are familiar with whoever is transporting you and never travel alone in vehicles with strangers.
- Ensure that safety rules set out in Highway Code and Green Cross Code are followed.
- Be aware of situations which may cause you harm or injury and where necessary inform a responsible adult (e.g. leader) about your concern.
- Dress and behave sensibly and responsibly.
- Be sensitive to local codes and customs.
- Think things through carefully before you act and do not take unnecessary risks.

### When participating in Visits abroad

- Always pack your own suitcase and never carry items for anyone else.
- Learn the telephone numbers of the emergency services in the country you are visiting before you leave and make sure that you keep them handy.
- When out and about always carry details of where you are staying e.g. address, telephone number and contact details.
- Always keep enough money to make a telephone call.
- If personally carrying essential documentation, money or valuables, keep them secure in either an inside pocket, bum-bag, money belt or something similar – choose whichever is comfortable for you.

### Never:

- Travel on a moped, motor scooter or motor bike during your visit.

## EMERGENCY PROCEDURES

- **Emergency procedures must be established by the Group Leader and must be communicated to and understood by all members of the party.**
- **The Group Leader should ensure that adequate First Aid provision is available. A list of contents for a First Aid Kit is suggested in Appendix 8.**
- **In the event of a young person being injured, specialist help must be sought as appropriate and parents informed as soon as possible. Where the accident/injury is serious the Head of the establishment should be contacted. Responsibility for informing the employing authority rests with the Head of the establishment.**
- **If it is necessary, due to the seriousness of the circumstances, for the parents to visit the young person(s), the establishment Head in conjunction with the governing body should make arrangements for them to do so.**
- **A 'lost' procedure should be known in advanced by every member of the group including:**
  - **action to be taken if separated from the group or lost**
  - **advice on where assistance may be sought**
  - **notifiable personnel and contact details**
  - **notification of safe return**
- **If any leader has cause to believe that a young person has been abducted or has absconded the Police must be notified.**

# FIRST- AID KITS

First-Aid kits should contain sufficient quantities of suitable First-Aid material appropriate to the visit environment. For most First-Aid kits, sufficient quantities could be considered as:

**a general guide card on First-Aid;**

**20 individually wrapped sterile adhesive dressings (assorted sizes) appropriate for the environment**

**2 sterile eye pads, with attachments**

**6 individually wrapped triangular bandages**

**6 safety pins**

**6 medium sized individually wrapped sterile, unmedicated wound dressings (approximately 10cm x 8cm)**

**2 large sterile individually wrapped, unmedicated wound dressings (approximately 13cm x 9cm)**

**3 extra large sterile individually wrapped, unmedicated wound dressings (approximately 28cm x 17.5cm)**

**sterile water or sterile normal solution in sealed disposable containers for use in situations where mains tap water is not available. (Each container should hold 300ml and at least 3 containers should be provided. Once opened, the containers must not be re-used.)**

<b>Mrs Paula Smith</b>	<b>Chair</b>	<b>Adviser Environment &amp; Society – SEELB</b>
<b>Mr Trevor Quinn</b>	<b>Deputy Chair</b>	<b>Ardnabannon Outdoor Education Centre</b>
<b>Mr Peter Corr</b>	<b>Secretary</b>	<b>AAO – Environment &amp; Society – SEELB</b>
<b>Mr John Stevenson</b>		<b>Principal, Sullivan Upper School, Holywood</b>
<b>Mr Peter McNulty</b>		<b>Principal, Christ the King Primary School, Omagh</b>
<b>Mr Jeremy Stewart</b>		<b>Principal, Newtownards Model Primary School</b>
<b>Mr Oliver Sherry</b>		<b>Principal, Sperrinview School, Dungannon</b>
<b>Mr Jim Keith</b>		<b>Principal, Belfast Boys’ Model School, Belfast</b>
<b>Mrs Sheila Crea</b>		<b>Principal, Assumption Grammar School, Ballynahinch</b>
<b>Dr Robert Jennings</b>		<b>Principal, Slemish College, Ballymena</b>
<b>Mr Robert Hunter</b>		<b>Primary Adviser – SEELB</b>
<b>Lorna Gardiner</b>		<b>Foundation Stage Adviser – NEELB</b>
<b>Mr Trevor Hagan</b>		<b>Legal &amp; Insurance Section – NEELB</b>
<b>Mr John Donnelly</b>		<b>Sports Development Officer – BELB</b>
<b>Ms Liz Crowe</b>		<b>Curriculum Officer CASS – BELB</b>
<b>Mr David Orr</b>		<b>Health &amp; Safety Officer – SELB</b>
<b>Mr Brendan O Reilly</b>		<b>Health and Safety Manager – BELB</b>
<b>Mr Owen Doody</b>		<b>WELB</b>
<b>Ms Carol Burrows</b>		<b>Child Protection Officer – SELB</b>
<b>Cathy Bell</b>		<b>Adviser, SELB</b>
<b>Mrs Margaret Harte</b>		<b>Assistant Education Officer – Special – WELB</b>
<b>Mr Gerry Corr</b>		<b>Health &amp; Safety Officer – Council for Catholic Maintained Schools</b>
<b>Ms Helen Leith</b>		<b>Policy Development Officer – Council for Catholic Maintained Schools</b>
<b>Ms Laura McAlpine</b>		<b>Northern Ireland Council for Integrated Education</b>
<b>Mr Roy Downey</b>		<b>Education and Training Inspectorals</b>