**Holy Child Primary School**

**and Nursery Unit**



**Educational Visits Policy**

***‘Every Child, Every chance, Every day***

Revised Policy: April 2020

Chair of Governors: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Review Date: Term 3 2023 (or before if an incident highlights the need for review or if directed by DE and in light of new guidance)

**Introduction**

Educational Visits play an important part in the curriculum offered to the pupils in Holy Child Primary School and Nursery Unit. Children derive considerable benefit from participating in a wide range of external experiences, particularly those not normally available in the classroom. ‘Educational Visits: Interim guidance for schools 2017’ has been produced to provide updated guidance on procedures to meet relevant health and safety and child protection requirements on educational visits. It provides a useful framework for everyone involved in the planning and carrying out of educational visits.

It is the policy of our school to take children on trips to places of interest, which enhance and stimulate learning and teaching. These places may be within the town or surrounding locality or further afield.

All children will participate in trips linked to their World Around Us topics, Shared Education as well as a Christmas and End of Year trip. Children may also be involved in outings linked to extracurricular activities such as sport and music and also in P7, have the option of an annual residential trip to an Outdoor Education Centre.

The children’s education is aimed at helping them to grow into responsible members of our society with due regard for other people and property. For this reason, standards of discipline and behaviour, similar to those in school, are insisted upon when the children are out on visits or trips.

Staff have a responsibility to see that the children are suitably and constantly occupied in learning experiences on visits so that interest is maintained and which in turn is less likely to lead to bad behaviour as a result of having no purposeful activities. Staff also have a commitment to total supervision on such occasions, and in the case of a residential trip this means 24 hours a day responsibility and one hundred percent cover during waking hours.

Every effort should be made to ensure that educational visits are available and accessible to all who wish to participate, irrespective of special educational, dietary or medical, health needs, ethnic origin, gender or religion. All children should be encouraged to participate in as wide a range of activities as safety considerations will permit. If a visit is to cater for children with special needs or requirements, the choice of venue and means of transport will need to be given consideration.

*Legal Responsibility*

It is our duty as staff members to ensure the safety and welfare of the children are a priority during all educational visits. The following gives a brief outline of the legal requirements we adhere to:

# *Common Law Duty of Care*

It is … incumbent upon staff who are supervising young people to act reasonably in all circumstances.

# *Health and Safety at Work (Criminal Duty)*

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.

# The Children’s (Northern Ireland) Order 1995

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.

The basic principles of Child Protection must always be followed during educational visits, especially those with 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 and adults should be aware that these children may be especially vulnerable.
1. **CATEGORIES OF EDUCATIONAL VISITS**

**Category 1: Basic**

Visits which take place on a regular basis and occur largely within establishment hours. Parents must be informed and permission given. Examples include: sporting fixtures and swimming pool visits.

***For categories 2, 3,4 and 5 parental consent forms will be required for all visits made my school pupils. The Board of Governors should be kept informed of activities by the principal.***

**Category 2: One-off day/evening excursions (non-hazardous)**

Day visits and activities which extend beyond the normal establishment day but do not involve overnight accommodation. Examples include: Visits to topic related places, pantomime or cinema trips and participation in locally/regionally based events including choir festivals or sporting fixtures.

**Category 3: Residential visits of one or more nights within the UK or Ireland. (non-hazardous)**

Residential trips with an overnight stay that do not include hazardous activities Examples include: visits to residential centres.

**Category 4: Residential visits outside the UK or Ireland (non-hazardous)**

Residential visits of one or more nights outside the UK or Ireland. Examples include: 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
* Water-skiing
* Rafting rowing
* Surfing
* Bouldering/gorge walking
* Swimming in open water
* Coasteering
* Stand-up paddle boarding
* Banana boating

(This includes visits to Gortatole)

1. **BASIC PRINCIPLES OF SAFE PRACTICE**

Every leader has a statutory responsibility to ensure, as far as is possible, the safety and welfare of the children in his/her care. He must act in ‘loco parentis’ which means that he must ‘take reasonable care of his children as a reasonable parent would take of his/her children, having regard to all circumstances’. The Principal must be satisfied that all leaders and volunteers who accompany school parties are fully competent to do so.

**In practice, a higher standard of care may be demanded from a leader than from a parent**.

* Having identified a clear educational purpose, careful planning and efficient organisation are central to safe practice.
* The party leader (if other than the Principal) must have approval from the principal and they must work collaboratively to ensure that all safety measures are in place.
* Respect for self and others must be enshrined in safe practice. Children should not be coerced into activities of which they have a genuine fear.
* Codes of conduct in relation to mind-altering substances, smoking, alcohol, illegal drugs or solvents and behaviour between the sexes need to be agreed and clearly understood by all participants.
* Safety is concerned with the overall well-being of Children and incorporates health and safety issues. A duty of extra care for the physical and psychological well-being of all individuals during hazardous activities is required.

The Principal should choose experienced and reliable leaders. A varied back ground of recent personal and professional experience in related activities on the part of party leaders and other supervising adults enhances safe practice. Experience gained and the raising of awareness of safety issues should be encouraged through planned programmes of training and development. It is recommended that party leaders should have previous experience as a leader on a similar activity. All outdoor education activities must be led by a qualified leader with relevant qualifications.

The party leader and other accompanying adults should make every effort to know the group of participating children and obtain any relevant information about them.

Respect for environment and conservation should feature as an integral part of all out of school activities.

***In the event of a serious incident contact principal/board officer/youth officer. The leader should not make a press statement.***

***EDUCATION AUTHORITY EMERGENCY CONTACT NUMBERS***

***028 3752 3811 or 028 3751 2200***

1. **ROLES AND RESPONSIBILITIES (Appendix 1)**

The aim of this section is to clarify the major responsibilities of all parties involved in the organisation of the excursion. Such clarification should help to ensure the awareness of the relevant individual or organisation

***3a The Board***

* As an employer, the board is responsible for the actions of its employees whilst in the course of their employment, whether paid or voluntary. By association this includes responsibility for the safety and wellbeing of children in its care.
* To ensure these responsibilities are met the Board provides a policy statement and guidelines and will continue to provide up-to-date advice and support, including providing appropriate training opportunities for leaders.

***3b Board of Governors***

The Board of Governors should:

* Endure that the visit has specific and stated educational purpose.
* Ensure that the appropriate systems and procedures are in place to comply with the Board’s policy.
* Ensure that the group leader/organiser shows how their plans comply with regulations and guidelines, including Health and Safety and Child Protection.
* Assess proposals and inform the Board if participating in categories 3, 4 or 5.

**3c The Educational Visits Co-ordinator**

The Educational Visits Co-ordinator (EVC) in our school is Mrs Cullen. The EVC will 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 school. It is the responsibility of the EVC to ensure that the criteria outlined below are addressed.

**The EVC should be satisfied that:**

* There is an acceptable code of conduct for pupils.
* The visit complies with best practice as outlined in our policy.
* A competent group leader is selected.
* Child Protection procedures are adhered to in the planning process, including vetting of volunteers.
* All necessary arrangements and preparations have been completed including risk assessment, before the visit begins.
* All relevant checks have been undertaken if an independent provider is to be used.
* The group leader has experience in supervising pupils of similar age and ability to those participating and will organise and manage the group effectively.
* The ratio of leaders to children is 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 contact has been nominated and the group leader has contact details
* That an emergency contingency and critical incident plan has been created and that the group leader, accompanying staff, volunteers and nominated school contact are aware of the agreed emergency contingency arrangements.
* The group leader, leaders and nominated contact have all relevant information on the group members, for example, parental consent forms or medical forms.
* Establish any arrangements which may be required for the early return of individual participants.

**3d Party Leader**

The party leader should:

* Gather relevant information on participants, including medical, dietary and contact details.
* Gather information and, where appropriate, organise the visit in consultation with all participating schools/organisations.
* Ensure that safety is a key priority in relation to the supervision of children throughout the visit.
* Ensure that parents are fully informed of all aspects of the programme, requirements and procedures.
* Ensure that any adults accompanying the group are suitably qualified, trained and briefed.
* Meet all staff and participants before the trip and ensure that relevant information is distributed.
* Establish a system for monitoring and evaluating the visit and share outcomes with all participants.

**3e Supervisory Adults**

Supervisory adults should:

* Act ‘In Loco Parentis’ – take care of the children in the group as a reasonable parent would, having regard to all circumstances. In practice, a higher standard of care may be demanded from a leader than a parent.
* Strive to ensure the health and safety of everyone in the group.
* Assist the party leader with supervision of the group.

**3f Volunteer supervisors**

To satisfy staffing ratios, it may be necessary to involve persons other than staff members as volunteer supervisors, for example, parents, trainee teachers. 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 (see supervisory adults) and have vetting arrangements in place in line with the school’s volunteer policy.

**3g The Child**

The child participating must read and agree guidelines for participants. ***(Appendix 5 Code of Conduct)***

**3h Parents (or those with parental responsibility)**

Parents must:

* Read and agree to guidelines provided by the school.
* Attend any necessary preparatory meetings.
* Sign any necessary consent forms.
* Inform group leader (in the event that the leader is not available, another member of staff) of any specific needs or concerns affecting their son’s or daughter’s participation in the educational visit (emotional, psychological and physical health)
1. **STAFFING – LEADERSHIP AND QUALIFICATIONS**

**Competent leadership by an appropriate number of suitable adults is the most important factor of all.**

**4a Approval of Staffing**

* Approval of staffing for visits ultimately rests with the Principal who must satisfy herself that all staff involved are sufficiently competent and experienced.
* The law now requires all adults who have significant contact with people under 18 to disclose any convictions of a criminal nature to the organising authority. This applies to both those in paid employment and those acting as voluntary helpers for such events. All spent convictions must be declared. Further advice and assistance on the procedures can be obtained from the Education Authority’s Human Resources Branch. (Appendix 7)

**4b Status of Party Leader, Accompanying Staff and Volunteers**

* Party leaders must be full or part time employees of the Board who have knowledge of the party members.
* The implications of shared responsibility, for example for different parts of a visit or where instructors or residential centre staff are involved, have to be considered; respective responsibilities must be established and clearly understood by all staff.

**4c Supervision of Children**

The party leader’s duties include:

* Recognising dangers and alerting the children to them.
* Knowing the children, including those who have particular medical or other needs, which render them at a greater risk than the majority of the children.
* Ensuring that there is adequate supervision for the group at all times. This is particularly significant in categories 3, 4 and 5.
* Ensuring that the other supervising adults are clear about their responsibilities and are aware of emergency procedures.
* Agreeing a leadership ratio taking into consideration the experience and capabilities of the leaders and the nature of the group.
* Regular head counting of the group. Particularly before leaving a venue. All supervisors must always carry a list of the group involved in the visit. The leader must establish rendezvous points and tell the children what to do if they become separated from the group.

**Water activities including swimming or paddling are potentially dangerous and must be allowed only when properly supervised, preferably in recognised bathing areas. This also applies to any other high-risk activity, for example hill walking. Supervisors must remain vigilant throughout such activities.**

**4d Free-time arrangements within the group programme**

Free-time arrangements need to be supervised and organised. The level of supervision is dependent on the age of the children, their maturity and the circumstances. Leaders should know the whereabouts of the group and must make rules and sanctions clear to the children. Children must never go off alone. The leader should insist on minimum group size and the need for mutual support. In the case of residential visits organised games, quizzes, competitions and evening visits are useful.

**4e Staffing Ratios (Appendix 2)**

It is important to emphasise that the Principal is responsible for determining supervision ratios that will as far as possible ensure the safety of the group at all times.

In Holy Child Primary School and Nursery Unit our staffing ratios for educational visits are as follows:

Nursery: 6 pupils: – 1 adult

Foundation stage: 10 pupils – 1 adult

Key stage 1 & 2: 15 Pupils – 1 adult

At the teacher’s discretion, additional adults may join in the trip for extra supervision and support depending on the nature and location of the trip/needs of the class. Where possible, parents will be encouraged to join with us on school outings.

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.

**A leader may have to leave the group for reasons such as illness, an emergency at home or accompanying a sick or injured participant. The Principal must take this into account when determining the leader/child ratio. This is particularly the case for category 3, 4 and 5 visits.**

1. **PLANNING AN EDUCATIONAL VISIT**

This section underlines the importance of planning and includes a useful planning overview.

* Careful planning is essential in order to ensure, as far as possible, the safety and enjoyment of all those participating in visits and a risk assessment carried out (Appendix 8)
* Safety guidelines must be agreed and adhered to by all participants.
* Relevant emergency procedures must be established for all visits.

Communication between the Principal and leaders is very important prior to the visit. All relevant information will be passed to children prior to the trip.

***Before your visit***

1. Seek support from the Principal and consider together key aspects; for example supervision, health and safety, finance, accommodation and transport.
2. Find out specific details about the visit in relation to the key aspects.
3. Prepare programme of activities/itinerary.
4. Organise travel and accommodation.
5. Clarify roles and responsibilities of all participants.
6. Establish lines of communication for the duration of the visit.
7. Parents complete a consent form
8. Health and safety issues.
* Identify possible risks and establish agreed procedures.
* Make a record of the medical and dietary requirements of those participating in the visit.
* Prepare a first aid kit
* Decide who is responsible for valuables/money/medication of children.

***During the Visit***

1. Remember that leaders are ‘in loco parentis’ at all times
2. Leaders and accompanying adults must observe the School’s Child Protection Policy and act responsibly at all times.
3. Respect for self and others is paramount.
4. Ensure that the participants are orientated on arrival at any location and know what to do if they become separated from the group.
5. The party leader, accompanying adults and children must be made aware of emergency procedures, for example fire drill.
6. Arrange appropriate contact points and make head counts.
7. Regularly reinforce agreed codes of conduct.
8. In the event of a serious incident follow the agreed emergency procedures
9. Be flexible, for example be prepared to modify the programme in the interest of safety.
10. Notify all participants of major changes in arrangements or of accidents as soon as possible.
11. Observe leader/child ratios at all times.
12. Carry all appropriate information at all times, for example medical and dietary records.
13. Carry first aid kit at all times.
14. Carry list of contact details at all times (including numbers of emergency services)
15. Carry a sum of petty cash for unexpected costs.

***After the visit***

* Evaluate and deal with any outstanding issues for example, payments. Complete post-visit review.

*Transport (Appendix 3 & 4)*

It is school management’s responsibility to ensure the transport provider meets the legal statutory requirements. They need to consider the following:

* 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 pupils;
* There is adequate supervision during transit;
* Those involved are insured appropriately guidance on the transport arrangements relevant to the particular group, e.g. age and/or developmental needs.

If transport by car is required school management should ensure that the driver is a member of staff who:

* Has a vehicle that is licensed and insured for the purpose;
* Has consent from the pupils’ parents;
* Does not carry more passengers than the number of seat belts available;
* The car has the legal and appropriate safety equipment

*Briefing (Appendix 6)*

# Parents

Parents/Guardians should be informed of all the activities their children will be involved in during the visit. For categories 1 and 2 this will happen on their consent form. Categories 3, 4 and 5 will have a separate letter informing the parents of all the activities. These forms should include:

* Dates and times of the visit;
* Cost of the trip;
* Transport arrangements;
* Supervising arrangements;
* Overview of activities (hazardous activities must be included in this overview).

# Accompanying Staff

Staff should be informed of the following:

* Educational purpose;
* Make-up of participating group;
* Details of all planned activities (including hazardous activities);
* Expected level of participation in activities;
* Arrangements for supervision (including details of rotas);
* Roles and responsibilities of leaders and pupils;
* An agreed code of conduct for the visit as well as existing school code of conduct for staff and volunteers; (appendix)
* Health and Safety rules;
* Procedures e.g. First Aid and money handling etc.

# Pupils

Pupils should be briefed about the activities they will be taking part in during the visit. They must also be informed of and discuss the code of conduct and acceptable behaviour on the trip (Appendix)

**Planning a visit Overview**

**Identify/Propose Educational Visit**

**Submit and outline proposal to principal and the board of governors seeking approval in principle. Proposals might include:**

* purpose of the visit;
* proposed date(s), duration, venue and activities;
* group – size and age range, staffing;
* resources required, estimate of costs.

[Proposals for longer visits may need to be made well before the start of the relevant academic year.]

Please note that **overseas visits, adventure activities and demanding environments** run by an **independent provider** require the Board of governors approval in principal before any contracts are signed.

**Planning checklist**

* Exploratory visit/detailed research of place of visit;
* Suitability of independent provider;
* Appropriate staffing for the planned visit and group needs;
* Definitive staffing roles and responsibilities;
* Cost of the visit;
* Risk assessment – shared with all leaders and pupils, copy on file;
* Emergency procedures and contact arranged.

**Full details of visit to principal and the board of governors**

* Details of dates, venue, programme/itinerary, risk assessment, emergency procedures, transport, insurance, costs, group membership, staffing;
* Secure final approval from the principal and the board of governors.

**Routine visits (Category 1 and 2)**

* Inform parents of routine visits and obtain consent on termly or annual basis;
* Obtain approval from the principal for routine visits – termly or annual basis;
* Brief pupils/agree code of conduct;
* Continue to monitor risks at all times during the visit and be ready to change to a contingency plan if necessary;
* Collate relevant group information.

**Residential and visits abroad (Category 3, 4 and 5)**

* Information to and from parents;
* Briefing meeting for parents;
* Brief pupils/agree code of conduct;
* Deposits/full payments by parents.
* Obtain final approval from principal and the board of governors;
* Obtain parental consent;
* Collate relevant group information;
* Maintain appropriate records.

**Non-routine day visits (Category 3, 4 and 5)**

* Obtain final approval from the principal;
* Obtain parent consent.
* Possible briefing meeting if necessary;
* Brief pupils/agree code of conduct;
* Continue to monitor risks at all times during the visit and be ready to apply to a contingency plan if necessary;
* Collate relevant group information;
* Maintain appropriate records.
* Complete Evaluation Report.
* Continue to monitor risks at all times during the visit and be ready to change to a contingency plan if necessary.

##### Planning a Visit – Key Questions

* + What are educational objectives?

**Purpose of the visit**

* + What is the nature of the visit?
	+ Target group identified?
	+ Does the venue/activity meet the educational objectives of the visit?
	+ Is the age profile of the pupils suitable for chosen venue/activity?

**Choice of venue/activities to be undertaken**

* + What is the competence, experience of staff?
	+ What environmental factors do we need to consider eg. time of year, weather?
	+ Venue facilities?
	+ Venue accessibility?
	+ Clothing equipment requirements?
	+ Appropriateness of venue?
		- facilities
		- activities
		- location

**Exploratory visit and research**

* + - access to tele communication
		- venue staff
		- first aid/medication/emergency action plan
		- accommodation in relation to security/emergencies
		- access to local services
	+ If visit is not possible how can we fully research the appropriateness of the venue?
	+ Has the independent provider all the appropriate insurances and risk assessments in place?

**Programme of activities**

* + Suitable detailed itinerary agreed?
	+ Appropriate supervision of qualified staff?
	+ Any proposed changes to the agreed programme to be agreed with the EVC to assess risk?

**Staffing**

* + Appropriate?
	+ Competent/qualified e.g. first aider?
	+ Staff/pupil ratios?
	+ Training?
	+ Clear roles and responsibilities?
	+ Volunteer staff considerations?
	+ Communications protocol in place and understood by all staff?
	+ Clear roles and responsibilities of main staff?
	+ First aider identified?

**Emergency procedures/ First aid**

* + Familiarisation with educational visit venue to include location/first aid equipment/ emergency procedures and the responsible staff identified?
	+ Arrangement of first aid/emergency procedures meeting with staff/pupils on arrival at venue?
	+ Immediate access to parental consent form information (telephone numbers etc.) especially for all pupils but especially for those with medical conditions.

##

**FORMS AND**

**APPENDICES**

## Appendix 1

## ROLES AND RESPONSIBILITIES

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

The duties, roles and responsibilities of staff are clearly defined in advance of any educational visit, articulated, recorded in writing and understood by all those leading and/or assisting with such visits. This includes those responsible for the provision of first aid, administration or medication and communication with parents.

This section outlines the roles and responsibilities of each.

School

The responsibility for any educational visit rests with the school organising the activity.

The Principal

It will normally be the principal, with the agreement of the board of governors, from whom permission must be obtained before a visit takes place.

Senior Leadership Team

Under the direction of the senior leadership a designated Educational Visits’ Co-ordinator (EVC) will 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 school.

**In pursuance of this aim the EVC should:**

* ensure that visits have specific educational objectives;
* be satisfied that 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 and Health and Safety Policies;
* ensure that the principal demonstrates how proposals comply with best practice;
* assess and submit visit proposal for board of governors approval;
* ensure that an acceptable code of conduct for pupils is in place.

Educational Visits’ Co-ordinator (EVC)

The EVC should assume the role of, or designate an appropriately competent member of staff, to act as the group leader for any educational visit. This person will have overall responsibility for the supervision and conduct of the visit, the health and safety of the group and ensure that clear lines of accountability are established.

The EVC should be satisfied that:

* there is an acceptable code of conduct pupils;
* the visit complies with best practice as outlined in this guidance document;
* a competent group leader is selected;
* child protection procedures are adhered to in the planning process, including the vetting of volunteers;
* all necessary arrangements and preparations have been completed including risk assessment, before the visit begins;
* all relevant checks have been undertaken if an independent provider is to be used;
* the group leader has experience in supervising pupils 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 pupils during specific activities;
* the group leader has taken reasonable steps to familiarise him/ herself with the location/centre where the activity will take place;
* prior to any educational visit, all volunteers should be clearly advised of their role and responsibilities during the visit and this should be communicated in writing to them and all accompanying staff;
* the ratio of leaders to young people is 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 contact has been nominated (normally the principal or EVC) and the group leader has details;
* that an emergency contingency and critical incident plan has been created and that the group leader, accompanying staff, volunteers and nominated school 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.

The principal should be clear concerning their role if taking part in the visit as an accompanying staff member. **The group leader should remain in overall charge of the visit.**

Group Leader

A member of staff should be designated by the principal or EVC as group leader. This role should be allocated to a senior member of staff.

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

They should be able to direct and supervise pupils, and be suitably qualified/competent to instruct them in activities, as appropriate.

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

**The group leader should:**

* obtain prior agreement and approval before any off-site visit takes place;
* appoint a deputy, if appropriate, with the consent of the principal;
* adhere to best practice as outlined in this guidance document;
* undertake and complete the planning and preparation for the visit including the briefing of leaders, pupils and parents;
* ensure that all relevant checks have been undertaken if an independent provider is to be used;
* take steps to become familiar with the location/establishment where the activity will take place;
* inform parents as to the terms and conditions of any additional insurance cover taken out by the school;
* undertake and complete an appropriate risk assessment;
* collect relevant information on the pupils proposed to participate in the visit to assess and confirm their suitability;
* ensure the ratio of leaders to pupils is appropriate for the needs of the group and the nature of the activity to be undertaken ;
* clearly define the role of each member of accompanying staff and volunteers and ensure that all tasks have been clearly assigned;
* have proper regard to the health and safety of the pupils and ensure that adequate supervision is provided at all times;
* ensure that the established code of conduct for both staff and pupils is adhered to;
* 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:
	+ nominated contact
	+ parents
* ensure that accompanying staff and volunteers and the nominated contact are aware of the emergency procedures;
* ensure that the group 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 pupils is unacceptable and have in place procedures for such an eventuality;
* regularly review visits/activities.

Accompanying Staff

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

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

‘In Loco Parentis’ applies to all adults who work with pupils.

**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 pupils;
* ensure that the established code of conduct, for leaders and participants is adhered to;
* consider stopping the activity and notify the group leader, if they think the risk to the health or safety of the group members in their charge, is unacceptable.

Volunteers in a Supervisory Role

To satisfy staffing ratios, it may be necessary to involve persons other than staff members as volunteers, e.g. 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.

**Volunteers should:**

* be vetted on the basis of having substantial access to children;
* participation in an educational visit, particularly those with a residential element, would provide such access;
* 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 pupils, at any time during the visit;
* endeavour to ensure that the established code of conduct, is adhered to (see section 12).

Nominated Contact at School Base

Dealing with unexpected situations can be aided by a central figure, (possibly the principal/EVC, if not on the visit, or another senior member of staff if not on the visit) who will act as the contact person for both the group and the pupils’ families.

Parents

Parents 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. 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 school with an emergency contact number(s);
* provide the school 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;
* agree the arrangements established for a member of the group returning home due to unforeseen circumstances.

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.

Responsibilities of Pupils

The group leader should, when briefing the pupils, make it clear that they have to act in accordance with the code of conduct at all times.

Where appropriate, pupils should be fully involved in the planning process.

Please refer to the Model Code of Conduct in Appendix 5. Further consideration may need to be given to this matter when dealing with pupils with behavioural issues.

Responsibilities of Employing Authority

The employing authority will generally retain a number of responsibilities:

**The employing authority may provide:**

* advice and support for governors, principals, teachers and other appropriate staff;
* guidance on best practice;
* training, as appropriate;
* insurance cover, as appropriate.

## Appendix 2

## SUPERVISION AND STAFF RATIOS

Supervisory roles should be closely aligned to the roles and responsibilities undertaken by staff on a visit. Pupil to staff ratios for educational visits are not prescribed in law. Those planning visits, on the basis of risk assessment, should decide the ratios taking into account the range of variables which are determined through an informed risk assessment. Supervision ratios should relate to:

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

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.

Risk assessment may include the assessment of individual pupils, particularly within the special schools sector, and those with behavioural considerations in receipt of a medical care plan. This will have a direct influence on supervision ratios.

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;
* pupils 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 pupils;
* prevailing weather conditions and time of year;
* duration and location of planned activities;
* first aid cover.

The following issues should also be considered when establishing ratios:

Under normal circumstances 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. Where this is not possible, parents must be made aware and give their consent to the proposed arrangement prior to the visit.

Arrangements should be made to ensure that appropriate ratios are maintained if a staff member needs to leave the group e.g. to accompany a pupil to hospital, escort a pupil home, personal illness or attend to a personal emergency.

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 other’s 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.

The need to involve volunteers e.g. parents or governors with clearly defined roles and responsibilities is an accepted practice.

Ratios – Suggested Starting Points

|  |  |  |
| --- | --- | --- |
|  | **AGE GROUP** | **RATIOS** |
| **PRE-SCHOOL** | Nursery | one adult for up to a maximum of six young people |
| **PRIMARY** | Foundation Stage (P1/P2) | one adult for up to a maximum of ten young people |
| Key Stages 1 and 2 (P3-P7) | one adult for up to a maximum of fifteen young people |
| **POST- PRIMARY** | Key Stages 3 and 4 (Yr 8-12) | one adult for up a maximum of twenty young people |
| Post-16 (Yr 13/Yr 14) | one adult for up to a maximum of twenty young people |

Where no employer requirements are set, supervision should be determined through an informed risk assessment, taking account of the range of variables. There are a number of different approaches to such an assessment. The OEAP provides one example using the acronym SAGED as a way of remembering the issues to consider:

Staff requirements – Training? Experienced? Competent? Ratios?

Activity characteristics – Specialist? Insurance issues? Licensable?

Group characteristics – Prior experience? Ability? Behaviour? Special and medical needs? Environmental conditions – Urban, rural, remote? Impact of weather? Ease of communications?

Distance from support mechanisms in place at the home base – Transport? Residential?

## Appendix 3

## TRANSPORT

The management of the school, must be satisfied that all the transport arrangements meet the legal statutory requirements for the type of journey proposed.

Areas to Consider:

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

Where schools 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.

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

* satisfy themselves that the vehicle is licensed and insured for purpose – this could involve asking for a copy of the insurance details;
* seek the agreement of the parents of the pupils involved – this should be in writing;
* 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.

## INSURANCE COVER

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

The Education Authority will cover the legal liability of controlled and maintained schools in respect of personal injury claims. It is however, recommended that schools should take out additional travel insurance in relation to educational visits outside of Northern Ireland. Other schools should check with their insurance broker as to the extent of cover provided under their public liability insurance policies. Parents should be advised as to the extent of any additional insurance taken out by the school.

The Education Authority or insurance broker can advise on particular types of insurance requirements and other arrangements:

* medical cover for leaders and group members;
* specialised risk activities;
* activities abroad;
* participants with medical conditions;
* cancellation or other emergency situation.

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 or insurance company if not completely satisfied with the insurance cover.

No person acting on behalf of a school should sign an indemnity for any outside body against liability without it first being checked and approved by the relevant employing authority.

## Appendix 4

## USE OF INDEPENDENT PROVIDERS

The term independent 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 cent res etc.

Where a school has opted to use the services of an independent provider the principal 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;
* risk assessments are available for the activities the group will partake in;
* 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 the school 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*

## Appendix 5

**CODE OF CONDUCT FOR CHILDREN**



**INTRODUCTION**

Pupils at Holy Child Primary School and Nursery Unit have the right to an education (United Nations Convention on the Rights of the Child- Article 28), which offers them every opportunity to attain their full potential. The Principal, teaching staff and non-teaching staff are here to create the circumstances to allow this to happen. Governors, parents and the wider community also assist in this process.

**GUIDING PRINCIPLES**

In order for the above to be achieved it is essential that **every member of the school community** acknowledges and reflects the values promoted by the school:

* Honesty
* Respect
* Responsibility
* Acceptance
* Self-Discipline
* Fairness
* Forgiveness
* Perseverance
* Kindness
* Tolerance

**THE PRINCIPLES IN ACTION**

These values and principles underpin our school ethos and are seen to be met when pupils observe the following:

**I will:**

**BE READY BY DOING MY BEST TO ….**

* Come to school on time
* Wear my school uniform
* Be prepared, by doing my homework and bringing all the books and items I need for work and play
* Follow school and routines for e.g. lining up, having my lunch, carrying out classwork

**BE REPECTFUL BY DOING MY BEST TO….**

* Respect the rights of my peers to feel happy and safe in school (inside or outside) by using kind words and actions, adhering to school and classroom rules and being aware of others’ feelings
* Respect the right of others to learn by listening in class, follow routines, respect adults and peers
* Respect the rights of others to play by cooperating with others and working within my group in a positive manner
* Respect all adults and visitors in school e.g. coaches, volunteers
* Listen when an adult speaks to me and act first time every time
* Be truthful and kind
* Not use abusive or aggressive language or actions with others
* Use school or others’ property carefully
* Take pride in our school building

**BE RESPONSIBLE BY DOING MY BEST TO ….**

* Uphold our school values during school and out of school e.g. school trips
* Uphold our school values when wearing our school uniform
* Take care of my books and school equipment
* Help to look after the school building and grounds
* Act responsibly inside the school building and in playgrounds
* Do my work to the best of my ability
* Take ownership of my actions and any resulting consequences
* Exercise self-control

**I know that not following this code of conduct will incur consequences which are found in the school’s behaviour policy. These consequences may involve me losing privileges (but not my rights) and giving me the opportunity to think about my actions. The safety and happiness of everyone in school is of utmost importance, having the right to play and learn is everyone’s right so I understand I have a responsibility to respect this right. I understand my parents will be contacted when necessary to discuss my behaviour.**

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

**CODE OF CONDUCT FOR PUPILS ON EDUCATIONAL VISITS**



For the visit to be both beneficial and enjoyable for all, pupils are expected to:

* + - behave responsibly and show consideration for others, including fellow pupils, staff and members of the public;
		- comply with the instructions given by school staff;
		- look after your own possessions and anything you borrow;
		- keep all facilities clean, tidy and undamaged;
		- abide by any rules and regulations of the places we visit;
		- in the event of an emergency, follow emergency procedure instructions;
		- inform staff if you have any medical conditions or injuries;
		- inform a member of staff if you have any concerns about safety or security;
		- report any damaged or unsafe equipment;
		- wear appropriate clothing;

On a coach or minibus

* + - remain in your seat, unless given permission to do otherwise;
		- wear your seat belt;
		- do not distract the driver – no shouting out
		- if you begin to feel travel sick, inform a member of staff;
		- when disembarking, be aware of traffic movement and direction.

***On a ferry, at an airport and at a railway station***

* + - remain in your group at these busy locations;
		- be aware of and comply with all timings and meeting places;
		- understand and comply with security arrangements and limitations;
		- follow instructions from transport operator staff;
		- follow all instructions about being on boat decks;
		- stay back from the edge of railway platforms;
		- be sure you know where the group is based and how to locate staff.

Staying in accommodation

* + - understand all instructions about fire and safety procedures;
		- know the location of duty staff;
		- comply with any instructions about permission to leave the premises;
		- comply with any instructions about access to parts of the premises
		- comply with instructions about access to other people’s bedrooms;
		- comply with any instructions about appropriate relationships amongst participants;
		- comply with any instructions about appropriate relationships with others they may come in contact with;
		- arrive on time for meals and meetings;

Excursions

* + - remain in your designated group;
		- know which member of staff is your nominated leader;
		- when unaccompanied by staff, ensure that you understand any instructions and limitations;

*In the event of misbehaviour or inappropriate behaviour consequences as outlined in our Behaviour Policy will be imposed. The safety and well-being of everyone on the trip is our ultimate priority.*

*In some cases a child may be withdrawn from activities and placed under supervision at Outdoor Education Centre by a member of Holy Child Primary School staff for a designated amount of time. In extreme cases or if inappropriate behaviour continues the child will be permanently withdrawn from the trip and sent home.*

I agree to abide by the above Code of Conduct.

**CODE OF CONDUCT FOR ALL LEADERS, STAFF AND SUPERVISORS**

Adult supervisors leading and accompanying a group of students are at all times bound to follow the Child Protection Policy.

Given the particular circumstances of educational visits, adult supervisors must adhere to the following additional guidelines as well as the existing *Code of Conduct for Staff and Volunteers:*

* supervisors must discuss and agree supervisory duties in advance of the trip and carry out all duties so assigned throughout the period of the trip;
* supervisors must ensure that their relationships with pupils are appropriate to the age and gender of the pupil, taking care that their conduct does not give rise to comment or speculation;
* supervisors must not enter the bedrooms or sleeping accommodation of pupils unless accompanied by another supervisor except in an emergency or when such action is completely unavoidable;
* a supervisor should avoid situations in which he/she is alone with a pupil. If such a situation is unavoidable, the supervisor should as far as possible ensure that he/she is in a public place with the pupil;
* supervisors must avoid all physical contact with pupils, unless engaging in administering first aid or as part of the school’s Reasonable Force policy;
* supervisors must not consume alcohol during the trip;
* supervisors must not smoke in the presence of pupils during the period of the trip;
* supervisors must ensure that their own conduct is appropriate in the circumstances and would not give rise to comment or speculation;
* if any incident occurs during the trip where a supervisor feels that his/her actions may have been misconstrued, the supervisor should report the incident to the group leader immediately and should, on return, provide a written and verbal report of the incident to the principal.

## Appendix 6

## COMMUNICATING WITH PARENTS

An effective, two-way communication process between the school, centre and parents is important for all visits. Effective communication will ensure that parents are made aware of the purpose and nature of the visit and will ensure that parents inform the school about any particular needs and issues of their child relevant to the visit.

Information to parents may include:

* the aims and benefits of the visit;
* dates of the visit or series of visits;
* destination details;
* times of departure and return and whether parents will be required to meet their children on return;
* the location where the pupils will be collected and returned;
* mode(s) of travel including the name of any travel company;
* the size of the group and the level of supervision;
* details of accommodation;
* details of provision for special educational or medical needs;
* names of leader, of other staff and of other accompanying adults;
* the planned programme of activities;
* agreed arrangements for non-emergency contact during the visit;
* arrangements/protocols for parents to make contact with the child;
* arrangements/protocols for the school or pupils to make contact with their parents;
* a list of potential circumstances when a parent will be contacted by the school e.g. when a pupil:
	+ reports feeling unwell and the symptoms/condition is giving cause for concern;
	+ requires medical attention;
	+ is injured as a result of an accident or emergency;
	+ is involved in a serious breach of the established code of conduct for the educational visit.
* the code of conduct for the visit detailing expected standards of behaviour and sanctions;
* arrangements for the early return of a pupil for any reason during the visit;
* details of insurance taken out for the group as a whole in respect of luggage, accident, cancellation, medical cover, any exceptions in the policy and whether parents need to arrange additional cover;
* clothing and equipment to be taken;
* what pupils should not take on the visit or bring back;
* advice on pocket money and how it is allocated during the visit;
* the information required from parents about their child;
* details on the cost of the visit;
* the risks associated with the visit (but tempered with information about the school’s good safety record, and the overall benefits to the participants).

**Information should (where relevant):**

* be sent as far in advance of the visit as practicable;
* involve convening a meeting to clarify detail if appropriate. This is particularly important for residential visits, or when the pupils are to travel abroad or engage in adventure activities or visits to demanding environments. Where a briefing meeting is required, alternative arrangements might need to be made for parents who cannot attend or who have difficulty with communication.

##### Parent Consent

Parental consent must be obtained for educational visits. This may be done on a blanket basis for regular visits or on a one-off basis for non-regular visits. The contents of a consent form for a parent to sign will vary according to the type of visit.

##### Medical Consent

For visits that require parental consent, parents should be asked to agree to the young person receiving emergency treatment, including anesthetic or blood transfusion, as considered necessary by the medical authorities. If parents do not agree to this, the principal may decide to withdraw the child from the visit given the additional responsibility this would entail for the group leader.

##### Contact with Parents during the Visit

All parents of pupils taking part in an educational visit should be briefed (category 3, 4 and 5 visits) or provided with (category 1 and 2 visit) with a copy of the communication procedure in advance of the visit. These should be clearly defined arrangements/protocols for parents to make contact with their child.

##### Parents should therefore:

* know the destination details;
* be aware of the emergency contact arrangements.

##### Pupil Contact with Parents

There should be clearly defined arrangements/protocols for pupils to make contact with their parents.

Parents should be made aware of and consent to the mobile phone protocol if applicable.

**AREAS TO BE ADDRESSED DURING BRIEFING OF LEADERS, PUPILS AND PARENTS PRIOR TO VISIT**

Prior to any educational visit (categories 3-5) the group leader should brief all leaders, pupils and parents.

Leaders

Supervision of pupil 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 volunteers should be fully briefed before agreeing to participate in an educational visit.

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 pupils;
* an agreed code of conduct (including the use of mobile phones and social media);
* health and safety rules;
* procedures e.g. emergency, First-Aid etc;
* cash handling arrangements, where necessary.

Parents of all pupils 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.

The briefing of volunteers is particularly important as they are not part of the everyday life of the school and may not fully understand normal practices.

Therefore, volunteers must be:

Notified of and complete, vetting procedures prior to participation

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

Pupils and Parents

Pupils should be fully briefed before participating in an educational visit.

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 pupils responsibilities Appendix 6);
* arrangements for supervision;
* role and responsibilities of leaders and pupils;
* an agreed code of conduct (including the use of mobile phones and social media);
* procedures e.g. emergency, First-Aid etc;
* any special clothing or equipment needed;
* recommended maximum pocket money, if appropriate;
* liaison arrangements with school including an emergency telephone number;
* details of arrangements relating to any participant returning home early cash handling arrangements, where necessary;
* procedures in the event of a pupil getting lost or separated from the rest of the group.

At an early stage parents 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 volunteers.

Parents of pupils must put in place suitable arrangements for the pick-up and set down of their son/daughter prior to and after the educational visit. These must be agreed with the school in advance.

Only by direct contact with a parent and with the agreement of the school may an alternative to the scheduled pick up or set down locations be arranged.

The group leader or leaders of an educational visit must not make ad hoc pick up or set down arrangements with a member of the group.

## Appendix 7

## VETTING

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

This includes the requirement to ensure that staff who work with, or have access to pupils have been subject to appropriate vetting procedures through Access NI.

The need to vet volunteers 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. Schools should refer to the DE Circular 2012/19 regarding the vetting requirements for school volunteers as part of the new Access NI Disclosure and Barring Arrangements. Also refer to DE Safeguarding and Child protection – A Guide for Schools (April 2017) document.

Therefore, it is required that all adults, who accompany groups of pupils under the age of 18 are vetted in line with DE Circular 2012/19 with regards to vetting checks for volunteers working in schools.

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

In addition, schools 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 pupils.

## Appendix 8

## RISK ASSESSMENT

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 guidance document. Effective risk management will enable new experiences and will maximize the impact of educational visits, whilst poor risk management may suppress opportunities for learning.

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 individual's sense of adventure.

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

Risk assessment enables schools to make a reasoned judgement about the level of risk involved and what actions need to be taken to reduce the risk to an acceptable level which permits the visit to go ahead.

This is achieved by either:

1. **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

1. managing hazards by introducing effective control measures: -

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

Risk Assessment comprises the following steps:

define the activity to be undertaken

 identifying the hazards associated with the activity

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 compile information packs as appropriate

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 pupils 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 leader.

The group leader should understand that risk assessment is a dynamic process and therefore must carry out on-going risk assessments during an educational visit and ensure that appropriate action is taken as necessary e.g. cancelled public transport, pupils or staff illness, closed venue, adverse weather conditions. The ability to re-assess and manage changing risks whilst the visit is taking place is a key element of the competence for leaders of educational visits.

**Risk Assessment**

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 = 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 groups 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.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Score** | **1** | **2** | **3** | **4** | **5** |
| **1** | **1****Trivial Insignificant** | **2****Trivial Insignificant** | **3****Trivial Insignificant** | **4****Trivial Insignificant** | **5****Low Tolerable** |
| **2** | **2****Trivial Insignificant** | **4****Trivial Insignificant** | **6****Low Tolerable** | **8****Low Tolerable** | **10****Medium Substantial** |
| **3** | **3****Trivial Insignificant** | **6****Low Tolerable** | **9****Low Tolerable** | **12****Medium Substantial** | **15****Medium Substantial** |
| **4** | **4****Trivial Insignificant** | **8****Low Tolerable** | **12****Medium Substantial** | **16****Medium Substantial** | **20****High Intolerable** |
| **5** | **5****Low Tolerable** | **10****Medium Substantial** | **15****Medium Substantial** | **20****High Intolerable** | **25****High Intolerable** |

|  |  |
| --- | --- |
| **Risk Level** | **Action Required** |
| **1 – 4 Trivial/Insignificant** | Acceptable. Activity should be regularly reviewed to ensure there isno change to the risk. |
| **5 – 9 Low/Tolerable** | Activity can proceed. Control measures must be monitored andreviewed as required to ensure they remain suitable and sufficient. |
| **10 – 16 Medium/Substantial** | Active management of risk required above score of 10. Activity canproceed, but with caution, ensuring control measures are maintained. Efforts should be made to reduce risk to low. |
| **20 – 25 High/Intolerable** | Unacceptable. Immediate action required. Activity should be stopped until control measures can be implemented to reduce riskto medium, then monitor |

**Risk Treatment**

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 leader.

As risk management is becoming recognised 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 groups need to develop young people’s understanding of risk. This will equip and prepare them to undertake risk assessment and help them to determine how risk can or cannot be managed.

## Example Risk Assessment

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **NATURE OF ACTIVITY** | **HAZARDS** | **PEOPLE AFFECTED** | **EXISTING CONTROL MEASURES** | **Probability**1 - 5 | **Severity**1 - 5 | **RISK RATING****Max 25** | **ADDITIONAL****PRECAUTIONS NECESSARY** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Risk Assessment – General Risks** |  |  |  |  |  |  |
| All activities | Sickness/Injury Requiring the need for medical treatment | Students Staff | * All students carry an ID card
* Insurance through NST
* Details of medical conditions and medication will be obtained from parents; students to have sufficient medication for the entire trip
* Written permission from parents to authorise teachers to approve appropriate medical treatment
* Two experienced first aiders on trip
* Contact numbers for parents, NST emergency medical service and insurance company to be carried by group leaders
* In the event of an allergy (nut) or other allergic reaction the NST emergency medical service number will

be contacted immediately | 3 | 3 | **9** | Should a pupil become ill during the trip their parents will be notified and professional medical help sought |
| Coach Travel | Risk of accident | Students Staff | * All teachers and students will wear seatbelts on the coach where available Students will be told not to move about coaches when in motion Reputable companies used throughout

visit | 2 | 5 | **10** |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **NATURE OF ACTIVITY** | **HAZARDS** | **PEOPLE AFFECTED** | **EXISTING CONTROL MEASURES** | **Probability**1 - 5 | **Severity**1 - 5 | **RISK RATING****Max 25** | **ADDITIONAL****PRECAUTIONS NECESSARY** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Outside activities | Students getting lost | Students | * All students will be allocated to a particular teacher for whole trip
* Students will be told to stay in groups (minimum 3) at all times and never to go anywhere alone
* Students to be aware of school mobile number which will be carried by staff
* In case of a student going missing,

staff to be informed immediately | 4 | 1 | **4** |  |
| All Activities | Risk of abuse of students by strangers | Students | * Students to stay in groups (minimum

3) at all times and never go anywhere alone* Students to be aware of school mobile phone number which will be carried by staff
* In case of inappropriate contact from a stranger, staff to be informed immediately
 | 2 | 3 | **6** |  |

#### Behavioural Risk Assessment and Risk Management Plan

|  |  |
| --- | --- |
| **Pupil Name** |  |
| **Date** |  |
| **Date of Birth** |  |
| **Staff Present:** |  |
| **Risk Review Dates** |  |
| **Medical Conditions and other significant difficulties** |  |
| **Strengths and areas of interest** |  |

**Risk Assessment**

Impact

**Likelihood**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **5** | **5** | **10** | **15** | **20** | **25** |
| **4** | **4** | **8** | **12** | **16** | **20** |
| **3** | **3** | **6** | **9** | **12** | **15** |
| **2** | **2** | **4** | **6** | **8** | **10** |
| **1** | **1** | **2** | **3** | **4** | **5** |
| **X** | **1** | **2** | **3** | **4** | **5** |

|  |  |  |
| --- | --- | --- |
| **Score** | **Risk** | **Action** |
| **1-3** | **Low** | **Keep under review – monitor** |
| **4-6** | **Moderate** | **Review existing measures and consider effectiveness of current interventions. Draw up a level 1 Do’s and Don’ts’s****Risk management plan** |
| **8-12** | **High** | **Draw up a Level 2 Risk management Plan and monitor; where a high level of risk is identified , review the effectiveness of the existing controls. Disseminate****management strategies to all relevant staff.** |
| **15-25** | **Very High** | **Immediate action must be taken; draw up a detailed risk Management plan with involvement from external agencies. Seek support and advice as appropriate to ascertain the need for additional support/training to****manage the risk more effectively** |

**Risk Assessment**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Hazards /Areas of Concern** | **Likelihood Rating**1. **– unlikely**
2. **– possible**
3. **– quite likely 4 – likely**

**5 – most likely** | **Impact Rating**1. **-- insignificant**
2. **– noticeable**
3. **– Significant**
4. **– Major**
5. **- Critical**
 | **Likelihood x Impact****1 – 3 Low Risk****4 – 7 Moderate Risk****8 – 12 High Risk****15 – 25 Very high** | **Does this need to be included in a risk management plan?****YES/NO** |
| **Risk to self:** Self harming behaviour |  |  |  |  |
| **Risk to others:**Verbal Aggression |  |  |  |  |
| Physical violence – hitting, punching, kicking, throwing objects. |  |  |  |  |
| Physical violence with a weapon |  |  |  |  |

**Risk Management Plan**

|  |  |
| --- | --- |
| **Hazards/ Areas of concern identified (Page 1)** | **Identified trends in behaviour.****(Consider activities, locations, time, peers, staffing, specific triggers etc., when behaviour occurs)** |
| **Risk to self:****Self harming behaviour – hitting walls, windows, banging head** |  |
| **Risk to others:****Verbal aggression****Physical violence – hitting, punching, kicking, throwing objects.****Physical violence with a weapon** |  |

**Risk Management Plan**

**Identified Hazards:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Identified** | **Preventative Measures** | **Reactive measures** | **Responsibility** | **Effectiveness of** |
| **Risk/Hazard (to** |  |  |  | **interventions/strategies** |
| **self, to others,** |  |  |  |  |
| **to property)** |  |  |  |  |
| **Risk to self: Self-harming behaviour** |  |  |  |  |
| **Risk to others: Verbal aggression** |  |  |  |  |
| **Physical violence – hitting, punching, kicking, throwing objects.****Physical violence with a****weapon** |  |  |  |  |

#### Arrangements for sharing and communicating plan to staff and parents:

**Staff Training Implications:**

**Identified training needs following risk assessment Outline staff members to be involved**

**Training to be provided by…..**

**Monitoring and Review:**

Review Date: Ongoing. Evaluation Arrangements:

**Please sign that you have read and agreed with the Risk Assessment and Management Plan**

|  |  |  |
| --- | --- | --- |
| **Role** | **Name and Signature** | **Date** |
|  |  |  |
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**Appendix 9**

## EMERGENCY/CONTINGENCY ARRANGEMENTS

###### Despite risk assessments in place and careful planning, things sometimes go wrong. To mitigate any further risk and recover the situation to normality as soon as possible, the following guidelines must be applied:

* emergency procedures must be established by the group leader and must be communicated to and understood by all members of the party including those at the destination (Outdoor Education Centre);
* 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;
* in the event of a young person becoming ill or being injured, specialist help must be sought as appropriate and parents informed as soon as possible. Where the illness/accident/injury is serious the principal should be contacted. Responsibility for informing relevant authorities rests with the principal;
* if it is necessary due to the seriousness of the circumstances for the parents to visit the young person(s), the principal in conjunction with the governing body should make arrangements for them to do so.

A ‘missing pupil policy’ 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.

**Contingency Planning**

Group leaders must create a contingency plan for each visit/trip. All leaders and supervisors must be aware of the plan and senior staff remaining in school must also be aware and hold a copy of the contingency plan. The contingency plan should be informed by the risk assessment.

The group leader should initiate the contingency plan if any of the following circumstances arise or there is a high likelihood of them occurring before the trip returns to school or home:

* an **immediate threat to the physical and emotional safety and well-being** of the pupils and staff on the visit;
* an **unplanned closure** of the venue/destination for a period of time;
* a **significant disruption to travel arrangements** due to unforeseen circumstances (eg cancelled flights, mechanical breakdown etc.)
* an injury, illness or fatality involving a pupil or member of staff on the visit ;
* a sudden **serious illness, injury or fatality** of a pupil, member of staff or close relative **back at school or home;**
* a **criminal incident** involving group members or leaders;
* involves the school/organisation having to provide a **response to the media** relating to any of the above**.**

It should be noted that this list is not exhaustive and group leaders should liaise with their School Principal if in any doubt about a situation.

Contingency plans should provide prompts for actions to be taken in the event of an identified situation arising. As part of the planning process group leaders should identify possible situations that could impact on the visit and then create a list of possible actions and contacts to be consider if the identified situation were to arise.

As an example if a member of staff was required to return home during the trip the contingency plan should identify how this would be accommodated and should identify a member of staff who can be released at short notice to join the visit.

Where an incident involving a pupil or group of pupils arises (eg illness, injury, criminal) their parents/guardian must be directly contacted as soon as possible to inform them of the situation. Where possible all efforts should be made to enable the pupil to talk directly with their parents/guardian in a private setting. The contingency plan should identify who will initiate this contact and this person should have immediate access to the emergency contact numbers for all pupils and staff on the trip.

Once a contingency plan has been activated the situation should be monitored continuously until it is resolved or until the group has returned home.

The CitizenAid App, available for Windows, Apple and Android mobile phone operating systems, is available at: <http://citizenaid.org/> All leaders and staff accompanying educational visits should download this key resource for use in emergency situations.

Critical Incidents

“A critical incident may be defined as any sudden and unexpected incident or sequence of events which causes trauma within a school community and which overwhelms the normal coping mechanisms of that school.” (iMatter Every School a Good School. A Guide to Managing Critical Incidents in Schools).

In the event of a critical incident (as defined above) occurring during a school visit the school’s critical incident management plan should be implemented. Advice and guidance on the development and implementation of such a plan can be found in the Department of Education’s document, “Every School a Good School. A Guide to Managing Critical Incidents in Schools”. The local critical incident response team may also be contacted for additional advice and support.

 **Educational Visit Approval Form**

(For use in relation to visits in categories 1 and 2 only)

 Year 20 Term Dates

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Activity | Educational Objective(s) | Frequency (dates) | No of Pupils | Year group(s)/ age range | Category(1 or 2) |
|  |  |  |  |  |  |
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Approved /

*Signed principal Date:*

Approved /

 *Signed chair of governors Date:*

**Educational Visit Proposal Form**

 (To be completed in relation to visits in categories 3, 4 and 5 only)

|  |  |
| --- | --- |
| Name of School  | Holy Child Primary School and Nursery Unit |
| \* Name and address of other school(s) involved (if applicable): |  |
| Educational objective(s) of visit: | * To give children the opportunity to see what the local area has to offer
* To give children the opportunity to see their locality from a new perspective
* To increase independence and confidence
* Develop physical and social skills
* Develop resilience
* To bring the curriculum alive including aspects of history, geography and science
* To give children the opportunity to experience exciting new activities in a safe environment and exploration of outdoors
 |
| Place(s) to be visited: |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| KEY STAGE GROUP: | Nursery3-4 years | Foundation | Key Stage 1 | Key Stage 2 | Key Stage 3/4 | Post 16 |
| [4-6 years] | [6-11 years] | [11-16 years] | [16+ years] |
| Tick |  |  |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Total Numbers of Pupils Involved | Your School Project | Male | Female |
|  |  |  |
|  | \*Other School(s) Project(s) | Male | Female |
|  |  |  |

|  |  |
| --- | --- |
| Category of visit | Circle as appropriate 3 4 5  |
| Proposed Dates(s) | From: | .../…/…. | To: | ….../….../…… | Number of Days (incl): |
| Approx cost per pupil |  |
| Activities to be undertaken: |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Staff & other adults involvedName: | M | F | School Visit | Date & Time of attendance |
|  |  |  |  |  |
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|  |  |  |  |  |
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|  |  |
| --- | --- |
| Transport Arrangements: |  |
| Organising Company: |  |
| Agency (if relevant): |  |
| Other comments or information: |  |
| Principal’s Signature: | Date: |
| Chair of Governor’s Signature: | 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 project to process and retain the information for the purpose(s) stated.

**PLANNING CHECKLIST FORM**

|  |  |
| --- | --- |
| School: | Holy Child Primary School and Nursery Unit |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date of Visit: | From |  | to |  |

|  |  |
| --- | --- |
| Venue: |  |

|  |  |
| --- | --- |
| Group Leader: |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Yes | No | N/A |
| The proposed visit has clear educational objectives |  |  |  |
| The nature of the visit has been established |  |  |  |
| The target group has been identified |  |  |  |
| All the relevant information regarding the proposed educational visit has been presented to the management e.g. destination, itinerary, timescales etc |  |  |  |
| The management has approved the proposed visit |  |  |  |
| *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:* |  |  |  |
| * 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
 |  |  |  |
| 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 |  |  |  |
| *The number of leaders in attendance has been agreed:* |  |  |  |
| * a staff member has been identified as group leader
 |  |  |  |
| * accompanying staff have been identified
 |  |  |  |
| * volunteers have been identified
 |  |  |  |
| * vetting procedures have been undertaken (where necessary)
 |  |  |  |
|  | Yes | No | N/A |
| *Leaders are made fully aware of:* |  |  |  |
| * their roles and responsibilities (including Staff Code of Conduct)
 |  |  |  |
| * the standard of conduct required of them during the visits
 |  |  |  |
| Pupils and parents have been informed/briefed and understand the implications of their participation in the visit (including Pupils Code of Conduct) |  |  |  |
| Parents/guardians have given their written consent to the young people participating in the educational visit |  |  |  |
| 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 |  |  |  |
| The transport arrangements for the group are appropriate for the nature / type of journey(s) planned |  |  |  |
| Adequate insurance is in place to cover all aspects of the educational visit, including transport |  |  |  |
| *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
 |  |  |  |
| *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
 |  |  |  |
| * staff are competent to provide the activities
 |  |  |  |
| * risk assessments for the activities the group will partake in are in place
 |  |  |  |
| * all relevant checks have been undertaken to ensure the above are in place
 |  |  |  |
| The Educational Visits Co-ordinator has approved the operational arrangements for the visits. |  |  |  |
| Final Approval is obtained, as appropriate. |  |  |  |

**HOLY CHILD PRIMARY SCHOOL AND NURSERY UNIT**

**CONSENT FORM**



To enable us to comply with our obligations under the General Data Protection Regulation, we are required to obtain express consent for the use of your/ your child’s personal information for organising a school trip/ educational visit.

**Date:**

**I consent/ do not consent to my son/daughter\* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Name in full)**

***attending (place name) for (activity) and travelling there by (insert modes of transport)***

***on (insert date). Please tick all boxes indicating consent in all areas.***

**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**

 **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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.**

**Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Parent/Guardian)**

**Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Data Protection

I understand the personal data on this form will be used by the school in the organisation of a school trip and for the communication with parents in case of an emergency

I understand the information on this form will only be shared with third parties relating to the organisation of the trip (for e.g. names of children to wear name badges at an event) or the medical authorities in the event of an emergency

I understand my signature to the form is deemed to be an authorisation by me to allow the school to process and retain the information for the purpose(s) stated.

I understand the Personal Data will be retained by the school for the current school year + 6 years

**I understand that I can withdraw my consent (without judgement) at any stage by notifying the Principal and completing a new copy of this form.**

**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 guidance card on First-Aid;
* twenty individually wrapped sterile adhesive plasters (assorted sizes) appropriate for the environment (you can provide hypoallergenic plasters, if necessary);
* two sterile eye pads, with attachments;
* four individually wrapped triangular bandages;
* six safety pins;
* six medium sized individually wrapped sterile, un-medicated wound dressings (approximately 10cm x 8cm);
* two large sterile individually wrapped, un-medicated wound dressings (approximately 13cm x 9cm);
* two extra-large sterile individually wrapped, un-medicated wound dressings (approximately 28cm x 17.5am);
* sterile water or sterile saline 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.);
* It may also be useful to carry first-aid scissors and medical tweezers.

As an alternative, a number of smaller ‘travelling’ first-aid kits can be carried containing the same amount of equipment overall, but spread throughout the group.

**Educational Visit Group Details Form**

Group Details:

Date:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Name** | **Date of Birth** | **Gender M/F** | **Water Activities Yes/No** | **Medical Condition (If Any)** | **Special Dietary Needs** | **Comments/ Remarks** |
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Educational Visit Incident Record Form

* Name of School
* Name of group leader
* Date, Time and Location of Incident
* Name and address(es) of witness(es)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| (a) |  |  | (b) |  |
|  |  |  |  |  |
|  |  |  |  |  |

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

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

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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 to process and retain the information for the purpose(s) stated.

**Post Visit Review Form**

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

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

##### Dates: To:

**Please comment on the following:-**

##### Issue Response

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

Other Comments:

Signed group leader: 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 authorization by you to allow the school to process and retain the information for the purpose(s) stated.