



Macosquin Primary School

Educational Visits Policy



Date of implementation: March 2018

Date of review: March 2020

Signed: _____ (Chair, Board of Governors)

At Macosquin Primary School, educational visits are seen as an integral part of school life. As part of our aim to provide a broad and balanced curriculum, educational visits:

- Have a stated educational purpose;
- Provide children with first hand experiences beyond the classroom;
- Enhance learning opportunities;
- Develop personal and social skills;
- Provide a positive contribution to the development of cross-curricular dimensions; and
- Enhance classroom teaching and relate it to the outside world.

Visits include:

- Walks to the local area;
- Attendance at regular sporting events e.g. swimming lessons, sporting matches or tournaments;
- Half or full day visits which require transport; and
- Residential visits.

This policy has been developed taking into consideration the recently published document '*EA Educational Visits Interim Guidance for Schools 2017*'. Teachers should refer to this document when planning and preparing for educational visits.

The Educational Visits Co-ordinator is Miss Stevenson. As well as organising the biennial residential for Year 6 and 7 pupils, she will also provide advice and support to teachers in other year groups as they organise their annual class residential.

Planning

Depending on the length and nature of an educational visit, planning should begin well in advance of the date of a visit. An overview of the planning process is outlined on pg 9-10 of the EA Interim Guidance document (Appendix 1). Category 1 or 2 visits include those which take place on a regular basis usually within school hours (e.g. swimming lessons); or one-off day or evening visits. Category 3, 4 or 5 visits include residential of one or more nights within or beyond the UK involving hazardous or non-hazardous activities. Staff should consult pg 4 of the EA Interim Guidance for a full list of the activities in each category (Appendix 2). This should also be considered when planning Extra-Curricular Activities. For Category 1 or 2 visits, planning should take place at least one month in advance. For Category 3-5 visits, planning should take place many months in advance in order to ensure that the appropriate dates and travel arrangements can be booked and to give parents time to build the cost of the residential into their own financial planning.

When deciding upon the location for an educational visit, information should be gathered in advance, and if possible, a pre-visit arranged. When planning a visit, the following points should be taken into consideration:

- The location, routes and modes of transport;
- The competence, experience and qualifications of supervisory staff;
- The number of staff needed to satisfy teacher-pupil ratios;
- The group members' fitness, competence and temperament and the suitability of the activity;
- SEN or medical needs of pupils;
- The quality and suitability of available equipment;
- Seasonal conditions;
- Emergency procedures;
- How to cope when a pupil becomes unable or unwilling to continue;

- The need to monitor risks throughout the visit;
- Preparation of a detailed itinerary;
- Communication arrangements;
- Contingency measures for enforced change of plan or late return;
- Providing information to parents beforehand and during the visit;
- Preparing pupils;
- Arrangements for sending pupils home early; and
- Financial implications and cost to parents.

The Planning Checklist from the EA Interim Guidance should be used to ensure that all areas have been taken into consideration during the planning process (Appendix 3).

Initial Approval

During the planning process, the teacher in charge should submit the relevant documentation to the Principal for approval. For Category 1 and 2 visits, this is the EVA form which should be approved and noted by the Board of Governors before proceeding (Appendix 4). The Chair of the Board of Governors will be contacted by email and his agreement sought. For visits in Categories 3, 4 or 5, an EVP should be submitted to the Principal for consultation and approval by the Board of Governors (Appendix 5). This should be submitted well in advance to allow for any changes required by the Board of Governors.

Initial Communication to Parents and Consent

Once the details of the visit have been finalised, and approval has been granted by the Board of Governors, parents should be informed about the educational visit. As well as giving details about the venue, date, cost, timings, appropriate clothing, food and costs, a consent form should also be included for parents to return. Depending on the nature of the visit, an information meeting may need to take place, particularly in the instance of Category 3, 4 or 5 visits. Alternative arrangements should be made for parents who are unable to attend any meetings held in school. A booklet for parents will be provided for Category 3, 4 or 5 visits, giving all of the necessary information about the educational visit. Samples of consent forms for each category of visit are provided in Appendix 6. Once all consent forms have been received, the details of each pupil should be collated on the 'Educational Visits Group Form' (Appendix 7).

Financial Planning

When planning an educational visit, teachers should take into account all of the necessary charges including transport, admission fees, meals, activity charges and accommodation. Parents should be informed well in advance to allow them to plan appropriately and to allow them to pay in instalments if necessary. Staff costs should also be taken into account and built into the cost per child. The cost of an educational visit should be discussed with the Principal, Educational Visits Co-ordinator and class teacher in the planning stages. Payment will be made via the school's online payment system, SIMS Agora.

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 should be 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 of medication and communication with parents. The following roles should be identified beforehand:

- School
- Principal
- Senior Leadership Team
- Educational Visits' Co-ordinator
- Group Leader
- Accompanying Staff
- Volunteers in a Supervisory Role
- Nominated Contact at School Base
- Parents
- Pupils

An explanation of the expectations and duties required in each role is detailed on pages 20-26 of the EA Interim Guidance document (Appendix 8)

Staffing and Ratios

Teachers and Classroom Assistants must understand their roles and responsibilities at all times. In particular, teachers should be aware of any pupils who may require closer supervision e.g. medical or behavioural needs. The number of adults to pupils should be decided at an early stage, taking into account the needs of individual pupils, the nature of the visit and the outcome of a risk assessment. Current guidelines recommend a minimum of 1:10 for Foundation Stage and 1:15 in Key Stages 1 and 2. However, the planning process should take into account that additional staff may be required if a member of staff has to leave the group e.g. to accompany a pupil to hospital, escort a pupil home, personal illness or personal emergency. EA Interim Guidance gives the following advice about male/female staff ratios: *'where 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.'* Under no circumstances, should persons other than official group members join the party. In exceptional circumstances approval of the Principal and Chair of the Board of Governors should be sought in advance of any trip where family members belonging to staff members wish to visit the party at any point during the trip. Staff should also ensure that all pupils are adequately supervised during the visit.

Parent Volunteers/ Helpers

In the context of educational visits, it is essential that the Safeguarding and Child Protection Policy and procedures are followed. On the occasion where additional adults are needed in the form of parent helpers or volunteers, they should be vetted using the appropriate procedures through Access NI. They should also be made aware of their roles and responsibilities and the relevant emergency procedures during the visit.

Risk Assessments

Risk assessments are fundamental to the planning process of any educational visit. No visit can be entirely risk free. The aim, therefore, must be to contain risks within acceptable levels. Completing risk assessments when planning a trip allows teachers to make reasoned judgement about the level of risk involved and what needs to be put in place to reduce the risk to an acceptable level to permit the visit to go ahead. This is achieved by either eliminating the identified hazards altogether or managing hazards by introducing effective control measures.

Risk Assessment comprises the following steps:

1. Define the activity to be undertaken
2. Identifying the hazards associated with the activity
3. Identifying the people who may be at risk

4. Evaluating the potential risk
5. Establishing additional safety and/or control measures
6. Disseminating information to all relevant persons and compile information packs as appropriate.

Group leaders must fully record their risk management decisions on paper. The risk assessment process does not only take place during the planning process; it is a dynamic process which is on-going throughout an educational visit. Group leaders should be aware that appropriate action will be needed if there are unexpected events e.g. pupil or staff illness, closed venue, adverse weather conditions.

Risk assessments are detailed in Appendix 9. Staff should ensure that these risk assessments satisfy the requirements of individual trips and make any necessary adjustments.

Pupils with Special Educational Needs

Every effort should be made to include pupils with SEN. Special attention should be given to appropriate supervision ratios, and additional safety measures which may need to be addressed at the planning stage. This could include the completion and implementation of a Behaviour Risk Assessment Plan. The group leader should discuss the visit with the parents of SEN pupils to ensure that suitable arrangements have been put in place to ensure their safety.

First Aid and Medical Needs

A nominated First-Aider should be appointed to take charge of a well-stocked First Aid Kit during the visit (Appendix 10). All staff should also be aware of pupils with medical conditions and any necessary medication which needs to be administered during the visit. Parents should supply the relevant medication and information about dosage before the visit and complete an AM2 form. Non-prescribed medication is permitted on overnight residential visits e.g. to offset headaches, travel sickness tablets or anti-histamines. Again, parents must complete an AM2 form giving full details of the medication and dosage. Staff must keep a record of all medication administered, (both prescribed and non-prescribed) and the time at when it was administered during an educational visit. A sample Medication Planner is detailed in Appendix 11.

Transport

The management of the school must be satisfied that all transport arrangements meet the statutory requirements for the type of journey proposed. Where the use of outside operators is needed to provide transport, the school should be satisfied that the operator(s) can demonstrate the necessary legal requirements. Pupils should also be made aware of the expectations for their behaviour when using public transport and basic safety rules.

Where parents are asked to provide transport of pupils, they should already be vetted through the usual Access NI arrangements.

Insurance

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

The EA will cover the legal liability of controlled and maintained schools in respect of personal injury claims. The EA Interim Guidance advises that schools should take out additional travel insurance in

relation to educational visits outside of Northern Ireland. Parents should be advised as to the extent of any additional insurance taken out by the school.

The EA 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; and
- 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.

Code of Conduct

The establishment of a code of conduct for all pupils participating in educational visits is an effective basis upon which to ensure the achievement of safe and successful outcomes. The code, which would apply equally to all pupils, should be drawn up by the school. In advance of an educational visit, accompanying staff, volunteer supervisors, pupils and parents should all be made fully aware of the code, including possible sanctions. All pupils participating in an educational visit must agree to abide by the code of conduct at all times during the visit.

In developing and agreeing a code of conduct, the aim will be to reflect the ethos of the school and the nature of the places visit and the activities undertaken (Appendix 12).

Communication with Parents

An effective, three-way communication process between the school, residential 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.

For Category 1 and 2 visits, teachers must take a fully charged mobile telephone and make contact with school if any issues arise. A one-page list of the pupils contact details should also be carried in case of emergency where parents must be contacted immediately.

For Categories 3, 4 or 5 visits, parents will be contacted in the following ways:

Before the visit: Parents will be fully informed about the visit by means of an information guide. They will also be given the opportunity to speak to the class teacher in person if there are any medical or personal needs of which the class teacher should be aware e.g. night-time routines, sleepwalking etc.

During the visit: Parents will be sent daily updates via text message and Seesaw (where wifi is readily available). Parents will be contacted individually if there is a concern regarding their child to inform them of the current situation and to decide upon a way forward.

Teachers should also carry copies of the completed consent forms which contain contact telephones numbers and details of medical conditions.

Emergency Procedures and Contingency Arrangements

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

Contingency arrangements should also be taken into consideration in advance of the educational visit, to allow for a variety of situations e.g. unsuitable weather, transport problems, cancellation, illness or injury. Again, all staff members should be aware of contingency arrangements in advance of an educational visit. (Appendix 13) What format would you like an 'Emergency Procedures' page to take?

Maintaining Records and Evaluation

Copies of all forms and relevant information should be given to the Educational Visits Co-ordinator. Any changes to the original approved visit must be agreed, as appropriate, prior to the event taking place. An Incident Record Form is included in Appendix 14. This form should be used by accompanying staff to keep a record of the pertinent information required of any incident that occurs during an educational visit.

The Educational Visits Co-ordinator should also ensure that all documentation required by the employing authority in relation to any incidents or accidents is completed as appropriate. This must be forwarded to the employing authority as soon as is practicable.

On return it is important to undertake an evaluation of the key aspects of the visit. The completed evaluation should be forwarded to the relevant personnel and maintained by the school for future reference. The Post Visit Review Form should be used for this purpose (Appendix 15).

Related Policies

Staff should also consult the following policies when reading the Educational Visits policy:

- Safeguarding and Child Protection Policy
- Medication Needs Policy
- Staff Code of Conduct
- Use of Mobile Technologies Policy
- Critical Incident Policy

List of Appendices

Appendix 1: Planning Flow Chart

Appendix 2: Categories of Educational Visits

Appendix 3: Planning Checklist

Appendix 4: EVA – Educational Visit Approval Form

Appendix 5: EVP – Educational Visit Proposal Form

Appendix 6: Consent Forms

Appendix 7: Educational Visits Group Details Form

Appendix 8: Roles and Responsibilities

Appendix 9: Risk Assessments

Appendix 10: First Aid Kits

Appendix 11: Medication Planner

Appendix 12: Pupil Code of Conduct

Appendix 13: Emergency Procedures

Appendix 14: Incident Record Form

Appendix 15: Post Visit Review Form

Code of Conduct for all Leaders, Staff and Supervisors

Planning a visit

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.]

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;

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;

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;

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;

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.

- Continue to monitor risks at all times during the visit and be ready to change to a contingency plan if necessary.

- Complete Evaluation Report.

CATEGORY 1 Basic

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

CATEGORY 2 One-off day /evening excursions (non-hazardous)

e.g. field study trips, theatre visits, business/education visits, regional sporting fixtures

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

e.g. visits to residential centres, field centres and school exchanges

CATEGORY 4 Residential visits outside the UK or Ireland (non-hazardous)

e.g. international exchange visits, sporting events, cultural activities and international community work

CATEGORY 5 Hazardous activities – residential and non-residential as exemplified below:

- Hill walking
- Fieldwork
- Cycling/mountain biking
- Orienteering
- Rock climbing/abseiling
- Caving and potholing
- Kayaking
- Open canoeing
- Windsurfing
- Dingy sailing
- Sub-aqua
- Skiing/snowboarding
- Horse riding
- Angling
- Water-skiing
- Rafting rowing
- Surfing
- Bouldering/gorge walking
- Swimming in open water
- Coasteering
- Stand-up paddle boarding

Educational Visit Proposal Form

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

Name of School	
* Name and address of other school(s) involved (if applicable):	
Educational objective(s) of visit:	
Place(s) to be visited:	

KEY STAGE GROUP:	Nursery	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 involved Name:	M	F	School Visit	Date & Time of attendance

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.

Educational Visit Approval Form

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

Year 20 _____ Term _____ Dates _____ to _____

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

Approved _____ / _____

*Signed principal**Date:*

Approved _____ / _____

*Signed chair of governors**Date:*

PLANNING CHECKLIST FORM

School: _____

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			
<i>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:</i>			
• 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			
<i>The number of leaders in attendance has been agreed:</i>			
• 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
<i>Leaders are made fully aware of:</i>			
• 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			
<i>Where a residential visit is planned, the overnight accommodation has been assessed as appropriate in terms of:</i>			
• its suitability for the group			
• its compatibility with the objectives of the visit			
<i>Where the educational visit involves outdoor or adventurous activities, the Education Visits Co-ordinator and group leader are satisfied that:</i>			
• 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.			

Appendix 6: Consent Forms

Appendix 6a: Sample consent form for Category 1 & 2 Visit

School Name: _____

Date: _____

I consent to my son/

daughter* _____

(Name in full)

taking part in the educational visit to be held

on _____

I confirm to the best of my knowledge that he/she* is medically fit to participate.

Please give details of:

1. Any current medical condition

2. Post Medical Condition (e.g. following a medical procedure or illness)

3. Any medication being taken

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

5. Emergency contact numbers:

i) Name (parent) _____

Work: _____

Mobile: _____

ii) Name (parent) _____

Work: _____

Mobile: _____

iii) Name (next of kin) _____

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 anesthetic/blood transfusion, as considered necessary, by the medical authorities present. I understand the extent and limitations of the insurance cover provided.

Signed (Parent/Guardian) Date

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

Educational Visit Group Details Form

Group Details: _____

Date: _____

[illegible]

Appendix 8: Roles and Responsibilities

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 principal may assume the role of the EVC or designate this role to a member of the Senior Leadership Team. 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.

This may be addressed in a number of ways depending on the size and nature of the school, for example in a larger school another member of the senior leadership team may be designated as the EVC for all visits e.g. vice principal.

Whichever the case, it is recommended that the responsibility for ensuring that the criteria outlined below are addressed, rests with the person designated as the EVC.

Ultimately, it is the principal, with agreement of the board of governors, whose permission must be obtained before a visit takes place.

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.

Nominated contact should:

- retain details of the place to be visited, contact personnel and telephone and mobile numbers as appropriate;
- retain a copy of the contact details of all the pupils' parents;
- retain a copy of the contact details of the principal/group leader;
- be fully briefed and aware of his/her responsibilities including the action to take in the event of a serious incident.

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.

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 17.5cm);
- 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.

Appendix 11: Medication Planner

[illegible]

MODEL CODE OF CONDUCT FOR PUPILS

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;
- ☐ understand and follow the rules about the purchase, possession and consumption of alcohol;
- ☐ understand and follow the rules about the purchase, possession and use of tobacco;
- ☐ understand that the possession and use of non-prescribed drugs and/or illegal substances is strictly forbidden;
- ☐ 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;
- ☐ comply with any restrictions on the access to and use of social media and online services including agreement on the safe sharing and posting of photographs, videos and other information.

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, no flash photography etc;
- ☐ 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;
- ☐ visit shops in pairs or groups - never alone;
- ☐ stay back from the edge of railway platforms;
- ☐ be sure you know where the group is based and how to locate staff.

Staying in a hotel

- ☐ read and understand all instructions about fire and safety procedures;
- ☐ know the location of duty staff;
- ☐ comply with any instructions about permission to leave the hotel;

- ☐ comply with any instructions about access to parts of the hotel, e.g. bar, casino, swimming pool;
- ☐ understand the dangers of balconies and comply with any instructions about access to them;
- ☐ 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;
- ☐ comply with any restrictions on the use of mobile phones, smartphones, tablets, cameras, music players, etc;
- ☐ comply with any restrictions on internet access, and viewing TV, videos and DVDs, etc.

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;
- ☐ always carry your emergency contact card.

I agree to abide by the above Code of Conduct.

Educational Visit Incident Record Form

1 Name of School _____

2 Name of group leader _____

3 Date, Time and Location of Incident _____

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

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

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

Signed _____ Date _____

The information on this form is requested for the purpose of organising an educational visit. The information is covered by the provisions of the Data Protection Act, 1998. Your signature to the form is deemed to be an authorisation by you to allow the school 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.