

Ballyclare Secondary School



Educational Visits School Policy

“Every child deserves a rewarding educational experience.”

<i>Date of last review</i>	<i>January 2023</i>
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Introduction

For many years it has been accepted by teachers that not all planned pupil-learning takes place within the confines of the school itself. The wider community and the world beyond school provide rich and varied opportunities for young people to extend their education. The Northern Ireland Curriculum recognises this fact and in many programmes of study there is a requirement to provide occasions for pupils to be involved in activities which are designed to enhance their learning beyond the school site. Young people derive considerable benefit from taking part in educational visits. In particular, they have opportunities to participate in activities and gain from experiences not available in the normal classroom setting. Such educational visits help young people to develop a wide range of valuable personal and social skills.

While the benefits of off-site learning, in the form of educational visits, are well recognised and fully accepted, it is essential that everyone involved in organising and supervising such visits should adhere to the school's code of practice for educational visits, in order to promote and safeguard the well-being of everyone who is involved. The majority of educational visits take place without incident and it is clear that those involved in planning and managing such visits are already demonstrating a high level of care, competence and safety awareness and schools should ensure that all educational visits undertaken by their staff conform to best practice.

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

Following the school's code of practice will give everyone the security of knowing that agreed procedures are in operation. However, it must be acknowledged that in any activity involving young people there is a possibility of some unforeseen occurrence despite the fact that all reasonable precautions may have been taken by those obliged to exercise care. Codes of practice and detailed guidelines cannot guarantee absolute safety; they are designed to ensure as far as possible the security and well-being of everyone involved in off-site activities.

This policy has been reviewed within the guidance of EA 'Educational Visits Guidance for Schools – October 2021' in order to further underpin the planning and implementation processes required for the successful and safe completion of educational visits and therefore adherence to this document should reassure teachers that they have followed best practice.

Legal Context

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

This duty is imposed through occupational health and safety statute, specifically under The Health and Safety at Work (N.I.) Order 1978, and places responsibility upon employing authorities to ensure that their management arrangements in general, (but also those arrangements which encompass specific activities such as educational visits) are adequate to protect the health and safety of all those in any way affected by such employer's undertakings.

The manner in which such arrangements are developed is through the process of a risk assessment, the outcome of which acts as the basis for the staff to establish what needs to be put in place to allow the visit to proceed in a way which sufficiently manages the risks to which participants may be exposed.

The Board of Governors (BOG) of a school has a statutory duty under Article 7 of the Education and Libraries (NI) Order 2003, to safeguard and promote the welfare of registered pupils at the school at all times when the pupils are in lawful control or charge of a member of staff of the school.

The legal framework to protect children from harm is primarily provided by the Children (Northern Ireland) Order 1995 which became law on 4 November 1996 and repeals virtually all pre-existing legislation concerned with child protection. The central thrust of the Order is that the welfare of the pupil 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 borne in mind when undertaking an educational visit particularly where it includes a residential element.

The pupil's welfare must always be paramount, and this overrides all other considerations. All pupils have the fundamental right to be protected from harm. Pupils have a right to be heard, to be listened to and to be taken seriously.

Careful consideration must be given to pupils who have special educational needs, as such children may be especially vulnerable.

Aims and Objectives

This Policy Aims:

- To encourage the use of educational visits to enhance the quality of pupils' learning experiences across the curriculum;
- To assist those involved in the planning and management of educational visits, through the clarification of policy and procedures, identification of roles and responsibilities and the exemplification of best practice;
- To create and establish a code of practice for everyone involved in the organisation of educational visits beyond the school site;
- To reach an understanding of the need for all staff to abide by this code of practice, and to acknowledge the reasons for its existence; and
- To reassure staff that they will be supported by the management of the school provided they operate within the school's code of practice.

Objectives

- To detail the steps in the procedure for organising and supervising educational visits including what to do in case of an emergency;
- To outline clearly the responsibilities of those in charge of educational visits to ensure the safety of all involved; and
- To create and provide a set of standard documentation for use by everyone involved in educational visits.

Roles and Responsibilities

The Board of Governors

The Board of Governors, while wholeheartedly supporting the provision of educational journeys/visits, requires that every journey/visit which is organised by the school shall:

- Have an educational purpose related to the curriculum which the school provides to meet the needs of its children;
- Be organised in accordance with procedures; and
- Be approved, prior to the journey/visit taking place by the Principal and, in the case of the visit involving any of the following approval must be given by the Board of Governors:

(a) Overnight stays

(b) Travel by air or sea

(c) Hazardous activities

The Principal

It is the responsibility of the Principal to ensure that:

- All school journeys/visits should have an educational objective and should complement the Curriculum provided for the pupils;
- The journey/visit is planned and organised in accordance with the school's agreed procedures;
- That those adults who accompany school parties are fully competent to do so;
- That all accompanying adults have been appropriately vetted;
- That the supervision ratio of teachers to pupils will, as far as possible, ensure the safety of the pupils at all times; and
- That the school's Child Protection and Safeguarding procedures are followed.

It is the responsibility of the Principal and the Board of Governors (where appropriate) to decide whether or not a specific visit goes ahead. For this reason, it is essential that the Principal is consulted at the earliest opportunity when any educational visit is envisaged. Staff who are considering the organisation of an educational visit of any kind should complete form Educational Visit Approval Form (EVA) for category 1 and 2 (see Categories for Educational Visits – Appendix 1) or Educational Visit Proposal Form (EVP) for categories 3, 4 & 5 and submit it to the designated Educational Visits' Co-ordinator (EVC) at least 8 weeks before the proposed visit to gain approval of the Principal and Board of Governors (where appropriate) at the previous months BOG meeting. The details contained on form EVA or EVP will enable the Board of Governors and/or the Principal to decide whether or not the proposed activity should proceed. The completed form will be returned to the organiser after it has been signed by the Principal. A copy will be kept by the EVC for school records.

The Principal will also ensure that insurance cover is in place for the activity involved. Permission to go ahead with the trip will indicate that insurance arrangements are adequate. 'While it is essential that every school visit is carefully planned and supervised, only one EVA form will be necessary where a programme of regular visits or a series of visits is planned provided full details are included on the form.

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.**

*Organisers **MUST** have the approval of the Principal before undertaking any off-site visit and **MUST** take all reasonable precautions to ensure the safety of the pupils involved.*

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.

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:

- Ensure that visits have specific educational objectives;
- Be satisfied that a risk assessment has been carried out and that appropriate safety measures are in place, before the visit begins;
- Ensure that all arrangements comply with the organisation's Child Protection and Health and Safety Policies and Procedures, including the vetting of volunteers;
- Ensure that the Principal demonstrates how proposals comply with best practice;
- Assess and submit visit proposal for Board of Governor approval;
- Ensure that an acceptable code of conduct for pupils is in place;
- The visit complies with best practice as outlined in this guidance document;
- A competent Group Leader/Designated Teacher in Charge is selected;
- All relevant checks have been undertaken if an independent provider is to be used;
- The Group Leader/Designated Teacher in Charge 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/Designated Teacher in Charge or one of the leaders is suitably qualified and competent to supervise and/or instruct the pupils during specific activities;
- The Group Leader/Designated Teacher in Charge 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/Designated Teacher in Charge 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/Designated Teacher in Charge 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/Designated Teacher in Charge, leaders and nominated contact have all relevant information on the group members; and
- Establish any arrangements which may be required for the early return of individual participants.

Group Leader/Designated Teacher in Charge

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/carers;
- 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/carers 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/carers
- 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, medical or dietary 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; and
- 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; and
- 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/carers. 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 school's code of conduct, is adhered to.

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/carers;
- Retain a copy of the contact details of the Principal/Group Leader; and
- Be fully briefed and aware of his/her responsibilities including the action to take in the event of a serious incident.

Parents/carers

Parents/carers 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/carers are given sufficient information in writing and are invited to a briefing session, where appropriate.

Parents/carers 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); and
- 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/carers 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 our Pupil Code of Conduct in their Daily Planner. 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; and
- Insurance cover, as appropriate.

Supervision and Staff Ratios

It is the responsibility of the Principal to ensure that the supervision ratio of teachers to pupils will, as far as possible, ensure the safety of the pupils at all times. **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.

The diversity of visits and journeys and the factors governing supervision make it difficult to prescribe the precise levels of supervision which cover all circumstances.

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:

- The nature and location of activities to be undertaken (including degree of the danger likely to be encountered);
- Age and ability of group;
- Pupils with special educational, medical needs and/or dietary needs;
- Day visit or overnight stay;
- Mixed or single gender group;
- Experience and expertise 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; and
- first aid cover.

It is recommended that no lengthy journey/visit should be undertaken without a minimum of two adults in attendance, one of whom must be a teacher.

Where a trip is organised to a centre with its own supervisory staff, supervision levels may be adjusted to take account of the level and type of supervision provided by that staff.

The following issues should also be considered when establishing ratios:

Under normal circumstances in post 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/carers 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 the period.

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

Ratios – Suggested Starting Points

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

Residential and more hazardous activities for categories 3, 4 and 5 will require a higher ratio of supervision which is at the discretion of the school dependent upon the type of the activity.

Transport

The organiser of a school journey/visit must give careful consideration to how pupils will be transported to and from the chosen destination(s). In making travel arrangements considerations of cost and convenience must never outweigh those of safety. When travelling by car or bus organisers should be especially careful to avoid any form of overcrowding on the vehicles.

In most instances travel will be by private hire or some form of public transport. It is the responsibility of the vehicle hire company to ensure that vehicles are safe and that drivers are competent. Use should only be made of EA approved suppliers. If the organiser is in doubt about any aspect of the option of the firm in question, alternative transport should, if at all possible, be found.

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; and
- 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/carers 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/carers 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; and
- Do so in accordance with the organisation's Child Protection Policy.

Many private motor insurance company policies do not permit the transport of pupils; and teachers may not use their private cars or permit the same to be used unless specifically insured to do so.

*Staff members who are insured to transport pupils in their own vehicles and who wish to do so **MUST** inform the Principal and be prepared to present evidence of driver qualification and insurance on demand.*

Where the travel arrangements are the responsibility of the parents/carers, teachers should not intervene in the organisation of the travel arrangements.

If a pupil who is a car driver wishes to use his/her own car he/she must bring to the organiser a letter from his/her parents/carers in which they accept responsibility for this decision.

Pupils who are themselves car drivers should **UNDER NO CIRCUMSTANCES** be allowed to drive others as part of the school's travel arrangements for an organised visit or trip.

Full details of travel arrangements, including a full itinerary with contact names and addresses should be given, in writing, to parents/carers whose children are taking part in a school visit/trip. No changes should then be made to the travel arrangements unless an emergency arises or a specific request is received in writing from a parent/carer. Otherwise all pupils must remain with the school party until the final destination and/or the pre-arranged pick-up point is reached.

Insurance Cover

It is essential that organisers of school journeys ensure that the parents/carers of the pupils involved fully understand the situation regarding insurance.

Parents/carers should be required to sign a declaration which clearly shows that they have been informed of the position regarding insurance that they understand the implications of the situation and that having understood they agree to their children participating in the trip and the activities planned (see Form EVA – Appendix 3).

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/carers 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; 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.

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 centres 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; and
- 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

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:

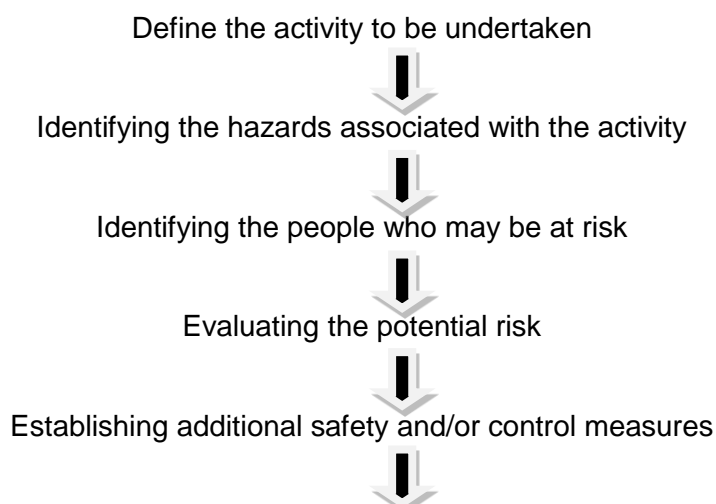
i) Eliminating the identified hazards altogether: -

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

ii) Managing hazards by introducing effective control measures: -

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

Risk Assessment comprises the following steps:



Disseminating information to all relevant persons and compile information packs as appropriate

Emergency/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.

Such procedures should outline clearly what is to be done during the actual emergency and after the event. An exemplar framework to follow is set out in Appendix 12.

Contingency planning relates to areas and circumstances which should be anticipated in advance of an educational visit, e.g. unsuitable weather, transportation problems, cancellation of an event, illness or injury etc. It should also define roles and responsibilities for all staff involved in the organisation of the trip including senior leaders remaining in school.

Those responsible for organising educational visits should familiarise themselves, and others involved, with relevant contingency arrangements.

Visit organisers should ensure that a clear communications plan is established with key contact numbers available. All staff members and parents/carers of those taking part in the visit should be briefed and be provided with a copy of the procedure. It should clearly define the circumstances where contact should be made.

In the event of a medical emergency designated staff responsible for managing first aid/ medical emergencies should have knowledge of:

- Medical conditions;
- Parental/ carer advice relating to a medical condition;
- An emergency contact number for parents/carers;
- How to access any medical equipment e.g. the defibrillator at the facility; and
- The emergency procedures within the facility.

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. The designated teacher must be aware of the school's **Critical Incident Management Plan**, have a copy of same readily available for consultation purposes and follow the procedures as outlined in it.

General

Teachers in charge of pupils during a visit have a duty of care to make sure that the pupils are safe and healthy. They also have a common law duty to act as a reasonably prudent parent/carers would. Teachers should not hesitate to act in an emergency and to take life-saving action in an extreme situation.

If an accident happens, the priorities are to:

- Assess the situation;
- Safeguard the uninjured members of the group;
- Attend to the casualty; and
- Inform the emergency services and everyone who needs to know of the accident.

Emergency procedures framework during the visit

If an emergency occurs on a school visit the main factors to consider include:

- Establish the nature and extent of the emergency as quickly as possible;
- Ensure that all the group are safe and looked after;
- Establish the names of any casualties and get immediate medical attention for them;
- Ensure that all group members, who need to know, are aware of the incident and that all group members are following the emergency procedures;
- Ensure that a teacher accompanies casualties to hospital and that the rest of the group are adequately supervised at all times and kept together;
- Notify the police if necessary;
- Notify the British Embassy/Consulate if necessary;
- Follow the procedures as set down in the school's Critical Incident Management Plan;
- Details of the incident to pass on to the school should include: nature, date and time of incident; names of casualties and details of their injuries; names of others involved so that parents/carers can be reassured; action taken so far; action yet to be taken (and by whom);
- Contact the provider/tour operator (this may be done by the school contact);
- Notify insurers, especially if medical assistance is required (this may be done by the school contact);
- Write down accurately and as soon as possible all relevant facts and witness details and preserve any vital evidence by completing an Accident Report Form and a Follow Up Accident Statement Form as soon as possible;
- Keep a written account of all events, times and contacts after the incident;
- **No-one in the group should speak to the media. Names of those involved in the incident should not be given to the media as this could cause distress to their families. Media enquiries should be referred to a designated media contact in the school as per the Critical Incident Plan;** and
- No-one in the group should discuss legal liability with other parties.

Contingency Planning

The most vital element in contingency planning is the setting out of clear and well known procedures in the event of an emergency. For example, it is essential to prepare a “lost” and “recall” procedure before embarking on a trip. The actual procedure will be dependent on the environment e.g. in a building the instruction may be to stay put until found, while out of doors there may be a designated rendezvous point.

Actual procedures will vary according to the circumstances of the visit, but certain prerequisites are

common:

- The procedure must be well known to all and it must be planned in detail in advance;
- In the case of overnight stays it is essential to ensure that pupils are made aware of evacuation procedures as soon as possible;
- The teacher in charge of the party must be alerted at the earliest opportunity when an emergency arises; and
- The specified adult who has control of a sub group shall take responsibility for that group.

In any emergency common sense and professional behaviour should be the guiding principle.

Where previously agreed procedures prove inoperable then each adult should take any necessary action, guided by:

- A knowledge and full understanding of what are the specific roles of each adult who is Involved; and
- The need to keep communication lines open.

It is not possible to lay plans that will cover all eventualities that may happen during a journey or visit. This, however, is not an argument against the need for contingency planning. There are areas and circumstances which can be anticipated:

- **Weather conditions** - Any programme whose implementation depends on fair weather should be supported by an alternative programme of activities which is independent of weather conditions;
- **Travel arrangements** - In the nature of journeys, delay, re-routing and cancellation are always a possibility. Anticipation of these variations will involve consideration of how to engage the pupils during lengthy delays and how to inform their parents/carers if such delays occur on the homeward bound journey; and
- **Illness/injury to staff or pupils** - If one of the party has a first aid qualification this should be known, and, in any event, one adult should be allocated the role of tending to the unwell/injured. When trips involve overnight stays, the location of clinics/hospitals should be noted, and, where medical systems are different to those at home they should be known, preferably before arrival or as soon as possible thereafter. Where a member of the party requires hospitalisation, or needs to be brought home, the liaison person at school (the EVC and/or Principal should be informed) must be contacted so that parents/carers can be alerted and appropriate arrangements made.

Communicating with Parents/carers

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

Information to parents/carers 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/carers 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/carers to make contact with the child;
- Arrangements/protocols for the school or pupils to make contact with their parents/carers;
- 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; and
 - 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/carers 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/carers about their child;
- Details on the cost of the visit; and
- 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):

1. Be sent as far in advance of the visit as practicable;
2. 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/carers who cannot attend or who have difficulty with communication.

Parent/Carer Consent

Parental/carers 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/carers to sign will vary according to the type of visit. (Refer to Appendix 5 for the Parent/carers consent form).

Medical Consent

For visits that require parental consent, parents/carers should be asked to agree to the young person receiving emergency treatment, including anaesthetic or blood transfusion, as considered necessary by the medical authorities. If parents/carers 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/carers during the Visit

All parents/carers 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/carers to make contact with their child.

Parents/carers should therefore:

- Know the destination details; and
- Be aware of the emergency contact arrangements.

Pupil Contact with Parents/carers

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

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

Overview of Planning Process

Whatever the visit, it is essential that planning takes place to identify the major issues that need to be addressed.

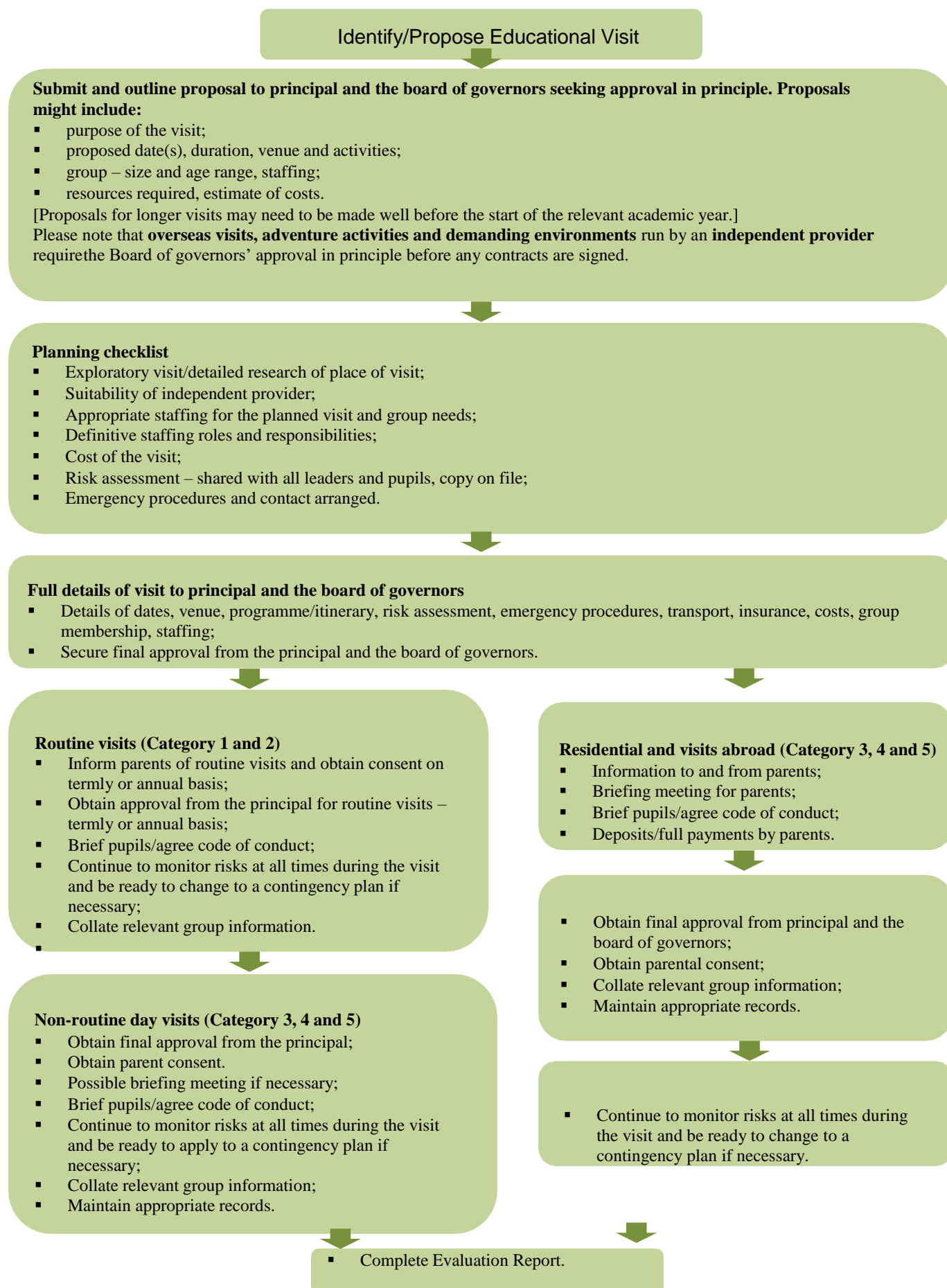
This involves considering the educational aims, the programme and itinerary to support these aims, the risks that may arise and the measures necessary to reduce these.

The terms risk assessment and risk management are used to describe the process of addressing the risks of any visit/activity and the steps taken to counter them. The process of risk management is paramount in the overall planning of any educational visit.

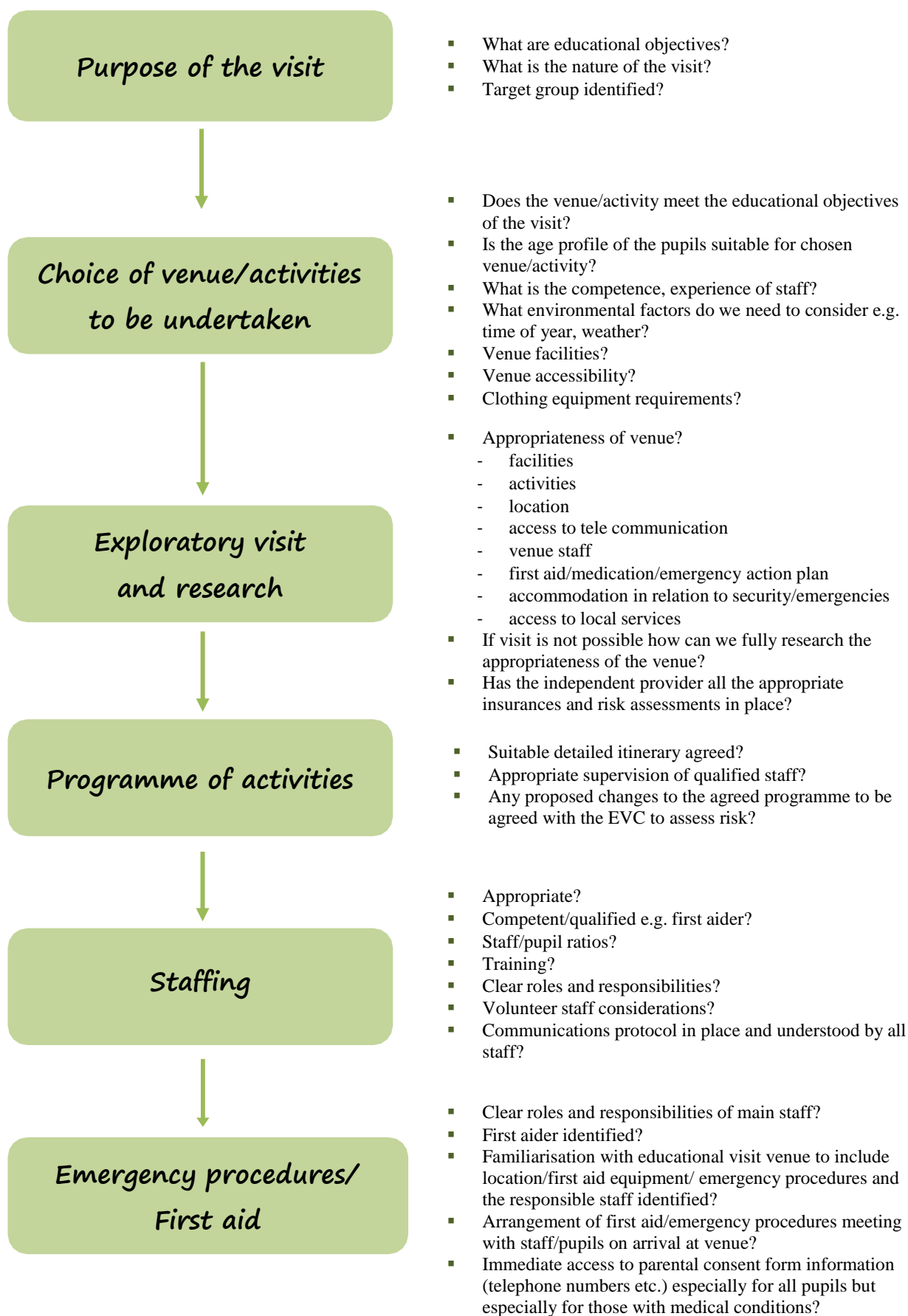
The flowcharts overleaf will outline the major issues which should be taken into consideration when planning a visit:

- a) Overview of Planning Process;
- b) Planning a Visit – Key Questions

a) Overview of Planning Process



a) Planning a Visit – Key Questions



FORMS AND APPENDICES

FORMS AND APPENDICES

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Categories for Education Visits

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

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, 2018. 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:*

Appendix 4:

Planning Checklist Form

School: _____

Date of Visit: From _____ to _____

Venue: _____

Group Leader: _____

	Yes	No	N/A
<i>The proposed visit has clear educational objectives</i>			
<i>The nature of the visit has been established</i>			
<i>The target group has been identified</i>			
<i>All the relevant information regarding the proposed educational visit has been presented to the management e.g. destination, itinerary, timescales etc.</i>			
<i>The management has approved the proposed visit</i>			
<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>			
• <i>hazards have been identified</i>			
• <i>people who may be at risk have been identified</i>			
• <i>evaluation of the risk has been undertaken</i>			
• <i>additional safety and/or control measures have been established</i>			
• <i>information has been disseminated to all relevant persons and appropriate records maintained</i>			
<i>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>			
<i>The number of leaders in attendance has been agreed:</i>			
• <i>a staff member has been identified as group leader</i>			
• <i>accompanying staff have been identified</i>			
• <i>volunteers have been identified</i>			
• <i>vetting procedures have been undertaken (where necessary)</i>			

	Yes	No	N/A
<i>Leaders are made fully aware of:</i>			
<ul style="list-style-type: none"> their roles and responsibilities (including Staff Code of Conduct) 			
<ul style="list-style-type: none"> 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>			
<ul style="list-style-type: none"> its suitability for the group 			
<ul style="list-style-type: none"> 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>			
<ul style="list-style-type: none"> appropriate management structures and systems are in place in relation to child protection / health and safety 			
<ul style="list-style-type: none"> staff are competent to provide the activities 			
<ul style="list-style-type: none"> risk assessments for the activities the group will partake in are in place 			
<ul style="list-style-type: none"> 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.			

Covid Planning Checklist Form

School: _____

Date of Visit: From _____ to _____

Venue: _____

Group Leader: _____

	Yes	No	N/A
Educational Visits			
A COVID-19 risk assessment has been undertaken by the school for all aspects of the visit and appropriate control measures have been put in place and recorded.			
<i>The school is aware of and has complied with all relevant and current PHA and DE guidance on managing the risks of COVID-19 from a school perspective including:</i>			
• social distancing measures			
• hygiene and physical protection measures			
• measures to manage pupils who become symptomatic off site			
• protective isolation measures to be managed at place of visit			
• adequate staff provision			
• management of class/year group bubbles at place of visit			
• seating plans/record in place for transport /place of visit and for contact tracing purposes			
• wearing of face coverings (post primary pupils only)			
• offering Lateral Flow Test kits to staff and eligible pupils participating in the visit			
• capacity of the place of visit			
The school has collated up to date health information from all members of the group and is satisfied that there have been no recent COVID-19 symptoms and followed PHA guidance on close contacts.			
Students and parents have been made fully aware of the requirements regarding social distancing and hygiene measures.			

	Yes	No	N/A
<i>Consultation has taken place between the school and place of visit regarding the place of visit's risk assessment plan to confirm that all COVID-19 compliant measures are in place including:</i>			
<ul style="list-style-type: none"> social distancing measures 			
<ul style="list-style-type: none"> control measures to limit/prevent contact with other visiting groups or members of the public 			
<ul style="list-style-type: none"> hygiene and physical protection measures 			
<ul style="list-style-type: none"> measures to manage pupils who become symptomatic off site 			
<ul style="list-style-type: none"> protective isolation measures for a pupil who is ill or symptomatic in place at the place of visit 			
<ul style="list-style-type: none"> adequate staff provision 			
<ul style="list-style-type: none"> management of class/year group bubbles at place of visit 			
<ul style="list-style-type: none"> seating plans/record at place of visit for mealtime use 			
<ul style="list-style-type: none"> COVID-19 compliant capacity numbers for place of visit 			
<ul style="list-style-type: none"> wearing of face coverings (post primary pupils only) 			
<ul style="list-style-type: none"> provision of building access flowchart to guide groups through the buildings 			
<ul style="list-style-type: none"> arrival and departure procedures at the place of visit 			
<ul style="list-style-type: none"> any other specific measures that the place of visit may have in place 			
<i>Residential Stay</i>			
<i>If the Educational Visit includes a Residential Stay consultation has taken place between the school and residential provider regarding the place of visit's risk assessment plan to confirm that all COVID-19 compliant measures are in place including:</i>			
<ul style="list-style-type: none"> COVID-19 compliant capacity numbers at place of residential visit 			
<ul style="list-style-type: none"> hygiene and physical protection measures at place of residential visit i.e. access of hand sanitiser stations at the place of residential visit 			
<ul style="list-style-type: none"> the residential place of stay having adequate cleaning routines and procedures in place especially within shared facilities such as eating areas, bathroom facilities and shared meeting spaces? 			
<ul style="list-style-type: none"> sleeping accommodation arrangements and protocols including adequate ventilation and spacing requirements 			
<ul style="list-style-type: none"> sleeping accommodation arrangements for staff 			
<ul style="list-style-type: none"> protocols and arrangements regarding the seating plans of different groups /bubbles during mealtimes, shared bathroom and/or showering rooms, and using the different areas of the facility for meetings and social time 			
<ul style="list-style-type: none"> social distancing measures at the place of residential stay i.e. is there a one-way system and appropriate signage in place whilst moving around the facility? 			
<ul style="list-style-type: none"> control measures in place to manage contact with other visiting groups or members of the public within the residential facility 			
<ul style="list-style-type: none"> protocols regarding the wearing of face coverings at the place of residential visit 			

	Yes	No	N/A
Appropriate staff/pupil ratios in place if group member was to fall ill including appropriate child protection supervision measures			
Arrangements in place to manage a situation where a student/s and/or a staff member contracts COVID-19 i.e. does the place of residential stay have adequate isolation arrangements in place to manage an outbreak of COVID-19 and has the school considered a contingency plan to manage this situation if it arises?			
The school has developed an appropriate contingency plan to manage a situation where a member of staff or student becomes symptomatic whilst at the residential facility or at any time during the educational visit.			
Transport			
<i>Consultation has taken place between the school and the transport provider regarding the transport provider's risk assessment plan to confirm that all COVID-19 compliant measures are in place including:</i>			
• social distancing measures (may apply to public transport)			
• hygiene and physical protection measures			
• seating plans/record for contact tracing purposes			
• COVID-19 compliant capacity numbers for place of visit			
• wearing of face coverings (post primary pupils only)			
All school staff, and where appropriate pupils, are aware of the risk assessment procedures of transport providers and the risk assessment procedures of the place of visit.			
School management are satisfied that all COVID-19 compliant procedures are in place.			

Pupil Consent Form

School Name: Ballyclare Secondary School

Date of Trip _____

I consent to my child _____ (Name in full)

taking part in the educational visit to be held on _____ (date)

I confirm to the best of my knowledge that they are 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 child 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, 2018. 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 of Visit: _____

Name	Date of Birth	Gender M/F	Water Activities Yes/No	Medical Condition (If Any)	Special Dietary Needs	Comments/ Remarks

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, 2018. 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, 2018. 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.

Risk Management

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

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

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

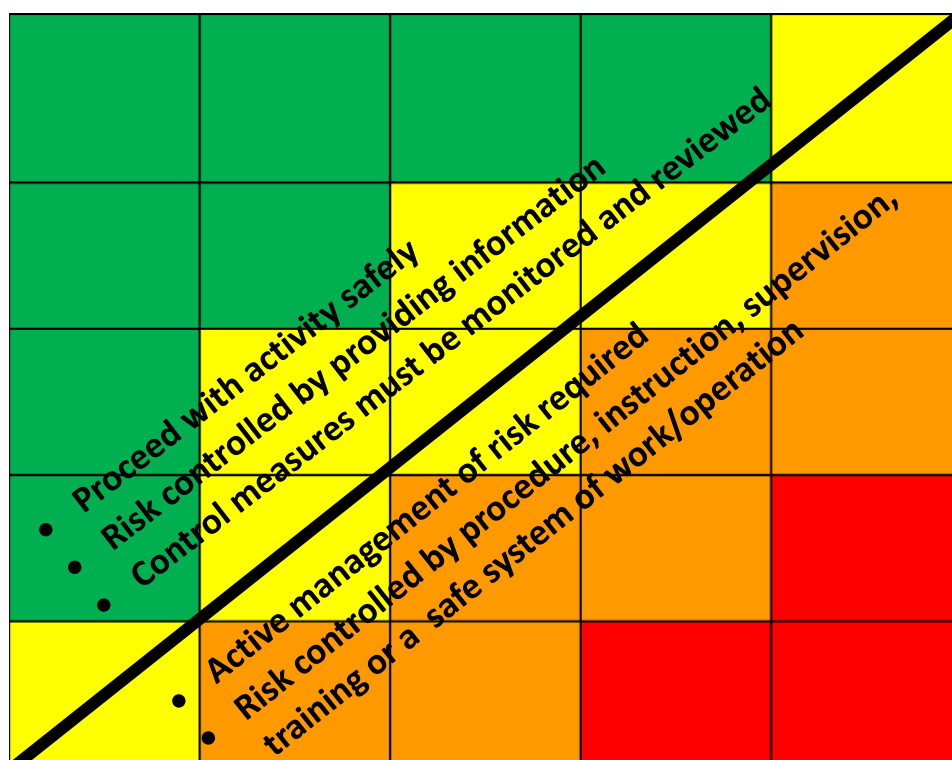
Risk = Probability of occurrence x Consequence of outcome

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

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 is no change to the risk.
5 – 9 Low/Tolerable	Activity can proceed. Control measures must be monitored and reviewed as required to ensure they remain suitable and sufficient.
10 – 16 Medium/Substantial	Active management of risk required above score of 10. Activity can proceed, 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 risk to 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.

Please find at **Appendix 1a** an exemplar risk assessment produced by a local secondary school for a school trip to London.

For pupils prone to behavioural problems an individual risk assessment is required, a template for which is available at **Appendix 1e**

NATURE OF ACTIVITY	HAZARDS	PEOPLE AFFECTED	EXISTING CONTROL MEASURES	Probability 1 - 5	Severity 1 - 5	RISK RATING Max 25	ADDITIONAL PRECAUTIONS NECESSARY
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Appendix 11a

Risk Assessment – General Risks							
All activities	Sickness/Injury Requiring the need for medical treatment	Students Staff	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	

Outside activities	Students getting	Students	<ul style="list-style-type: none"> All students will be allocated to a 	4	1	4	
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NATURE OF ACTIVITY	HAZARDS	PEOPLE AFFECTED	EXISTING CONTROL MEASURES	Probability 1 - 5	Severity 1 - 5	RISK RATING Max 25	ADDITIONAL PRECAUTIONS NECESSARY
	lost		particular teacher for whole trip <ul style="list-style-type: none"> 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 				
All Activities	Risk of abuse of students by strangers	Students	<ul style="list-style-type: none"> 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	
<u>Coach Travel to and from Belfast International Airport</u>	Road Accident	Students Teachers	<ul style="list-style-type: none"> Reputable company used All teachers and students will wear seatbelts on the coach where available Students will be instructed not to move about coach when in motion Coach company will provide bags for sickness 	2	5	10	Regular staff checks
	Travel sickness			3	1	3	

NATURE OF ACTIVITY	HAZARDS	PEOPLE AFFECTED	EXISTING CONTROL MEASURES	Probability 1 - 5	Severity 1 - 5	RISK RATING Max 25	ADDITIONAL PRECAUTIONS NECESSARY
<u>Belfast International Airport/ Gatwick Airport/ Luton Airport</u>	Students getting lost	Students	<ul style="list-style-type: none"> Students will be allocated to a teacher and will check-in as a group. Teachers will retain boarding passes for students unless when needed for boarding of aircraft. Students will remain in their groups and board together. They will be counted regularly. Students will be seated together and will exit plane after the other passengers. Students will be told to report any inappropriate attention from strangers to teachers immediately 	4	1	4	Teachers will supervise their groups and give clear instructions on a regular basis. Students may visit shops, but they are not allowed to venture anywhere on their own. Any student straying from the group will be punished.
	Injury			3	2	6	
	Theft			2	1	2	
	Lost boarding pass			4	1	4	
	Attention from strangers			2	3	6	
<u>Hostel/Hotel</u>	Sickness	Students Staff	<ul style="list-style-type: none"> NST have been requested to locate student rooms close together Students will be assigned to specific room Teachers' rooms have been requested to be on same level as students Students will be told to report any inappropriate attention from strangers to teachers immediately NST regularly inspect the quality and safety of hostel accommodation. Teachers will draw students' attention to fire drill procedures Students will be asked to keep 	3	3	9	Students will be warned about behaviour and the avoidance of accidents. Students will read fire drill instructions in their rooms and check locations of exits Teachers will check all rooms for problems and risks Students will be given set times to stay in rooms and switch off lights.
	Accident and Injury			3	3	9	
	Fire			2	5	10	
	Attention from strangers			2	3	6	

NATURE OF ACTIVITY	HAZARDS	PEOPLE AFFECTED	EXISTING CONTROL MEASURES	Probability 1 - 5	Severity 1 - 5	RISK RATING Max 25	ADDITIONAL PRECAUTIONS NECESSARY
			<p>doors closed at night, opening them to no one except a member of staff. Windows should remain closed unless they are on a safety or security catch. Only male staff will go into boys' rooms. Only female staff will go into girls' rooms.</p> <ul style="list-style-type: none"> • Member of staff from hotel/hostel will be available at night time. • Students will not be allowed out of the hostel unless supervised by staff. • Students will be asked to be considerate of other guests. 				<p>Teacher will be on duty in corridors at night time All teachers will have a list of rooms and occupants Students will be aware of the teachers' room locations.</p>
<u>Underground Journeys</u>	Students getting lost	Students	<ul style="list-style-type: none"> • Student to get off train at next stop and notify a member of the underground staff. 	3	4	12	<p>Head counts on the platform before embarkation and disembarkation. Students are given instruction what to do in case of failing to disembark Student to phone school mobile Student to get assistance from member of underground staff Member of staff will meet student at point where they are</p>
	Lost tickets		<ul style="list-style-type: none"> • Student or member or rail staff to phone school mobile. 	4	1	4	
	Falling onto the line		<ul style="list-style-type: none"> • A member of staff will meet student at this point. • Teacher to speak to underground staff about replacement ticket • Ensure group stay behind the safety lines at tube stations 	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
<u>Trip on the River Cruise</u>	Water Accident / injury Getting lost Falling off boat Attention from strangers	Students Teachers	<ul style="list-style-type: none"> Students supervised at all times to ensure safety Students will be expected to be on good behaviour during the boat trip of the River Thames and staff will need to be vigilant that students stay within safe areas of boat. Students will be told to report any inappropriate attention from strangers to teachers immediately 	3 2 2 2	2 2 5 3	6 4 10 6	located Students will be warned about behaviour and the avoidance of accidents. Students to be in groups at all times Close teacher supervision of students Regular roll calls Staff to monitor school mobile phones for messages
<u>Visits to Restaurants</u>	Slips/ Trips Food Poisoning	Students Teachers	<ul style="list-style-type: none"> Ensure that pupils are seated together in restaurants and supervised by teachers. Slips/trips pupils must inform member of teaching staff and restaurant manager immediately Use Food Hygiene Ration Schemes to assist in the choice of Restaurants. 	2 2	2 3	4 6	
<u>Trip to Madame Tussauds</u>	Slips/ Trips Evacuation/Fire	Students Teachers	<ul style="list-style-type: none"> Ensure that pupils are seated together in theatre before lights go down and supervised by teachers. Ensure no pupils leave the building without teacher supervision 	2 2	2 2	4 4	Student reminded of appropriate behaviour and manners. Close teacher supervision of

NATURE OF ACTIVITY	HAZARDS	PEOPLE AFFECTED	EXISTING CONTROL MEASURES	Probability 1 - 5	Severity 1 - 5	RISK RATING Max 25	ADDITIONAL PRECAUTIONS NECESSARY
			<ul style="list-style-type: none"> Ensure that pupils are aware of evacuation procedures Ensure all pupils accounted for at the assembly point. 				<p>students. Students remain with their allocated teacher</p> <p>Teacher does head count for their allocated group, communicates with leader in charge</p>
<u>Trip to Natural History Museum</u> Risk assessments for school groups carried out by The Natural History Museum have been attached to this document	Slips/ Trips Evacuation/Fire	Students Teachers	<ul style="list-style-type: none"> Ensure that pupils are seated together in theatre before lights go down and supervised by teachers. Ensure no pupils leave the building without teacher supervision Ensure that pupils are aware of evacuation procedures Ensure all pupils accounted for at the assembly point. 	2 2	2 2	4 4	<ul style="list-style-type: none"> Student reminded of appropriate behaviour and manners. Close teacher supervision of students. Students remain with their allocated teacher <p>Teacher does head count for their allocated group, communicates with leader in charge</p>
<u>Trip to West End musical</u>	Slips/ Trips	Students Teachers	<ul style="list-style-type: none"> Ensure that pupils are seated together in theatre before lights go down and supervised by teachers. Ensure no pupils leave the building without teacher supervision during 	3	2	6	<p>Student reminded of appropriate behaviour and manners.</p> <p>Close teacher</p>

NATURE OF ACTIVITY	HAZARDS	PEOPLE AFFECTED	EXISTING CONTROL MEASURES	Probability 1 - 5	Severity 1 - 5	RISK RATING Max 25	ADDITIONAL PRECAUTIONS NECESSARY
			performance/at interval/at end of performance				supervision of students
<u>Trip on the 'Hop on Hop Off' bus tour</u>	Road Accident Boarding and disembarking the bus	Students Teachers	<ul style="list-style-type: none"> All teachers and students will wear seatbelts on the bus where available Students will be instructed not to move about coach when in motion Staff will expect students to observe Green Cross Code. 	2	4	8	Regular staff checks. Close staff supervision when boarding and disembarking the bus
<u>Shopping Trip in Oxford Street</u>	Getting lost Attention from strangers Danger from traffic Pickpockets	Students Teachers	<ul style="list-style-type: none"> Staff should ensure that students are safely escorted off underground at Oxford Street Leaders will walk students around main part of Oxford Street and establish a location and time for meeting students. Staff will expect students to observe Green Cross Code. Staff will establish times and meeting points. Students will be instructed to report any inappropriate attention from strangers to teachers immediately Students will be warned about the dangers of pickpockets, and advised not to carry too much money and to secure any personal belongings Students to have mobile phone 	3 2 3 4	4 3 5 2	12 6 15 8	Students will be warned about behaviour and the avoidance of accidents. Students to be in groups at all times Close teacher supervision of students Regular roll calls Staff will establish times and meeting points for shopping Staff to monitor school mobile phones for messages

NATURE OF ACTIVITY	HAZARDS	PEOPLE AFFECTED	EXISTING CONTROL MEASURES	Probability 1 - 5	Severity 1 - 5	RISK RATING Max 25	ADDITIONAL PRECAUTIONS NECESSARY
			numbers to contact staff if necessary				
<u>Trip to London Eye</u> Risk assessments for school groups carried out by London Eye have been attached to this document	Accident / injury	Students Teachers	• Students supervised at all times to ensure safety	1	3	3	Students instructed on the health and safety rules of the London Eye Teachers supervise students on entering London eye and disembarking capsule
	Boarding the capsule		• Steps/stairs when boarding the capsule	2	2	4	
	Door entrapment		• Ensure that there are no students who suffer from vertigo • Supervision in capsule by teachers, ensure all students are away from door when opening	2	3	6	
<u>Trip to Covent Garden</u>	Getting lost	Students	• Staff should ensure that students are safely escorted to Covent Garden	2	3	6	Students will be warned about behaviour and the avoidance of accidents. Students to be in groups at all times Close teacher supervision of students Regular roll calls Staff will establish times and meeting points for shopping Staff to monitor school mobile phones for messages
	Attention from strangers	Teachers	• Leaders will walk students around main part of Covent Garden and establish a location and time for meeting students.	2	3	6	
	Danger from traffic		• Staff will expect students to observe Green Cross Code. • Staff will establish times and meeting point.	2	4	8	
	Pickpockets		• Students will be told to report any inappropriate attention from strangers to teachers immediately • Students will be warned about the dangers of pickpockets, and advised not to carry too much money and to secure any personal belongings	4	2	8	

NATURE OF ACTIVITY	HAZARDS	PEOPLE AFFECTED	EXISTING CONTROL MEASURES	Probability 1 - 5	Severity 1 - 5	RISK RATING Max 25	ADDITIONAL PRECAUTIONS NECESSARY
			<ul style="list-style-type: none"> Students to have mobile phone numbers to contact staff if necessary 				
<u>Moving around public areas in London</u>	Terror Attack Potentially involving gunshot, stab, vehicle and blast injuries	Students Teachers	<ul style="list-style-type: none"> Staff and students briefed to be vigilant throughout visit Staff and students required to download CitizenAID App onto mobile phone and familiarise themselves with Run-Hide-Tell procedure Teachers to supervise movement of students in as small a group as possible Potential target areas to be avoided where possible, e.g. Large railway stations, Houses of Parliament etc. Appointed first aiders to be familiar with the 'Treat the Injured' section on CitizenAID. 	4	5	20	Situation should be monitored prior to visit. If attack occurs anywhere in UK, trip may have to be reconsidered depending on circumstances. If already in place, and an incident occurs, group should be retained within hotel or an alternative place of safety.

Appendix 11b

Educational Visits COVID-19

Risk Assessment – Educational Visits including Residential Visits during COVID-19 Restrictions

NATURE OF ACTIVITY	HAZARDS	PEOPLE AFFECTED	EXISTING CONTROL MEASURES	Probability 1 - 5	Severity 1 - 5	RISK RATING Max 25	ADDITIONAL PRECAUTIONS NECESSARY
Educational Visits including Residential Visits during COVID 19 restrictions	Contracting COVID -19 Symptoms	Students Staff	<p>Adherence with the most current DE and PHA COVID 19 guidance for schools on the reduction of virus transmission and the identification and response to positive cases.</p> <p>Prior to the trip all relevant procedures and protocols regarding the isolation measures in place for those people who become symptomatic should be checked and clarified by the school with the place of visit.</p> <p>Relevant travel advice should be sought from the executive prior to booking and travelling within and outside the common travel area and from the travel provider and/or insurer.</p>	4	4	16	<p>The procedures for the management of people who become COVID 19 symptomatic at the place of visit should also be followed in conjunction with the most current DE and PHA guidance.</p> <p>Consideration needs to be given to the management of a pupil who becomes ill during the trip and suitable arrangements put in place to manage this.</p> <p>Consideration also needs to be given to all the parties that need to be notified including parents and relevant professionals in accordance with the DE/ PHA guidance</p>

NATURE OF ACTIVITY	HAZARDS	PEOPLE AFFECTED	EXISTING CONTROL MEASURES	Probability 1 - 5	Severity 1 - 5	RISK RATING Max 25	ADDITIONAL PRECAUTIONS NECESSARY
							and professional medical help sought if necessary.
All Activities	COVID-19 cleaning for Personal Protection	Staff	<p>Adherence with the most current DE and PHA COVID 19 guidance for schools on the reduction of virus transmission.</p> <p>Staff should be aware of the cleaning procedures and the frequency of cleaning within the place of visit and with transport providers.</p> <p>These issues to be clarified with transport providers and the place of visit in the planning process.</p>	3	3	9	Checks will be made with transport providers and the place of visit to ensure that all required cleaning will be carried out in accordance with PHA guidance.
All Activities	COVID-19 social distancing	Staff/ Students	<p>Staff should be aware of and follow fully social distancing guidance contained within most recent COVID-19 PHA and DE guidance.</p> <p>Pupils will be made fully aware of the procedures regarding social distancing and the maintaining of social distancing procedures. Staff to manage the implementation and observation of these procedures whilst travelling to and from the place of visit and whilst at the place of visit.</p>	3	3	9	Checks to be made with transport providers and the place of visit to ensure that all required social distancing protocols will be adhered to in accordance with PHA and the appropriate authority guidance which is relevant to the place of visit.

NATURE OF ACTIVITY	HAZARDS	PEOPLE AFFECTED	EXISTING CONTROL MEASURES	Probability 1 - 5	Severity 1 - 5	RISK RATING Max 25	ADDITIONAL PRECAUTIONS NECESSARY
			<p>Staff and pupils to be fully aware of the composition of class/year group/ bubbles. Staff to manage and observe these groups/ bubbles throughout the visit for the purposes of Contact Tracing.</p> <p>School may wish to encourage all staff and eligible pupils, participating in the visit to take a Lateral Flow Test (Lateral flow testing is voluntary)</p> <p>School to be aware of the capacity of place of visit and to make plans as appropriate.</p>				Offer staff and eligible pupils (post primary) participating in the visit access to Lateral Flow Tests
Educational Residential Visit during COVID 19 restrictions	Management of COVID 19 by the Residential Provider.	Students Staff	<p>Pre booking arrangements discussed and agreed to the satisfaction and confidence of the group leader. Considerations to include:</p> <ul style="list-style-type: none"> • Maximum number of pupils (group size/bubble/s) participating in the residential visit. • Management of groups/ bubbles whilst staying in the facility to include mealtimes and room occupancy. • The management of groups/ bubbles to minimise groups/ bubbles mixing with other groups. • Control and management of visiting groups to manage contact with 	4	4	16	The accommodation should comply with all relevant local arrangements current at the time of the visit.

NATURE OF ACTIVITY	HAZARDS	PEOPLE AFFECTED	EXISTING CONTROL MEASURES	Probability 1 - 5	Severity 1 - 5	RISK RATING Max 25	ADDITIONAL PRECAUTIONS NECESSARY
			<p>other groups and members of the public.</p> <ul style="list-style-type: none"> • The maximum size of groups/ bubbles for sleeping accommodation. • Sleeping arrangements for staff members- • Defined usage of certain rooms/spaces within the facility to manage the mixing of groups /bubbles with other groups. • Is a one-way system in place at the facility or in certain parts of the facility? • Arrangements for toilet and showering facilities i.e. usage times, maximum numbers etc. • Does the shared sleeping accommodation have adequate spacing between beds and ventilation for the numbers sharing the facility? • Does the facility have adequate measures in place for effective and frequent cleaning and sanitising of any shared facilities such as bathrooms, communal areas, dining areas etc.? • What procedures/arrangements does the place of residential visit, if any, have for a student or member 				

NATURE OF ACTIVITY	HAZARDS	PEOPLE AFFECTED	EXISTING CONTROL MEASURES	Probability 1 - 5	Severity 1 - 5	RISK RATING Max 25	ADDITIONAL PRECAUTIONS NECESSARY
			<p>of staff who becomes symptomatic?</p> <ul style="list-style-type: none"> Planning to include available quarantining facility at the residential place of visit and availability of appropriate PPE. 				
Residential Visit during COVID 19 restrictions	Management of COVID 19 considerations for school group leader organising the residential visit.	Students Staff	<p>Pre travel planning to consider reduction of virus transmission measures in line with current DE and PHA guidance:</p> <ul style="list-style-type: none"> All participants (over 11 years old only) should be offered Lateral Flow Testing kits (Lateral flow testing is voluntary) COVID-19 Hygiene and Personal Protection whilst at the place of visit i.e. regular washing of hands, use of hand sanitiser (as appropriate for activities undertaken). Appropriate wearing of face coverings by students and school staff within the Residential Centre/Hotel. Current Social Distancing requirements to be maintained where possible. Appropriate staff/pupil ratios in place. Consideration to be given to the possibility of a group member falling ill. Plan for students or staff members who become symptomatic whilst on 	4	4	16	The Residential Visit School Leader should follow the most recent DE Coronavirus: Guidance for Schools & Educational Settings in NI document. Particular emphasis should be placed on Section 2 Reduction of Virus Transmission and Section 3 Identification and Response to Symptoms.

NATURE OF ACTIVITY	HAZARDS	PEOPLE AFFECTED	EXISTING CONTROL MEASURES	Probability 1 - 5	Severity 1 - 5	RISK RATING Max 25	ADDITIONAL PRECAUTIONS NECESSARY
			<p>the residential trip. Planning to include quarantining arrangements and arrangements for adequate adult supervision at the residential facility.</p> <ul style="list-style-type: none"> Arrangements for the management of symptomatic students/staff. 				
All Educational Visits during COVID 19 restrictions	Transport travel COVID-19 Precautions	Students Staff	<p>Considerations to include: The wearing of masks on public or private transport and in line with local arrangements current at the time</p> <p>Checks will be made with transport providers to ensure that all required cleaning will be carried out in accordance with appropriate guidance.</p> <p>Students and staff should be aware of and follow fully, any social distancing guidance whilst using public and private transport.</p>	3	4	12	If using public or private transport confirm with the transport provider what procedures need to be adhered to, such as the wearing of a facemask for all pupils or only Post Primary pupils.

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	

Behavioural Risk Assessment

	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
Impact ↑	X	1	2	3	4	5
		→ Likelihood				

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

Behavioural 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				

Behavioural 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	

Behavioural Risk Management Plan

Identified Hazards:

Identified Risk/Hazard (to self, to others, to property)	Preventative Measures	Reactive measures	Responsibility	Effectiveness of interventions/strategies
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

Emergency Procedures

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;
- the group leader should ensure that adequate First Aid provision is available. A list of contents for a First Aid Kit is suggested in Appendix 8;
- in the event of a young person 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.

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.

Terrorist Attacks

What should we do about visits given the current threat of terrorist attacks?

The current global situation means that the possibility of being close to, or caught up in, a terrorist attack is a risk faced by us all. Like all risks this needs to be kept in perspective and managed in a thoughtful and proportionate way. To provide some perspective - the UK government identifies five levels of threat from 'low' to 'critical'. Since 2006, when this level was first published, it has never been below 'substantial' – the middle level.

The understandable anxiety of parents, teachers, children and young people is particularly heightened following an incident. As part of the response to staying vigilant and carrying on as normal, it is important to decide about each visit on its merit. The following guidance for visit planning explains how we may reduce our vulnerability while carrying on as normally as possible.

When planning any visit consider the likelihood of the destination, venue or transport hubs being at risk of a terrorist attack. It is sensible to:

- Be aware of the latest news relating to your destination.
- In the UK know the current threat level (available at: <https://www.mi5.gov.uk/threat-levels>.)
- When travelling abroad check the FCO website www.fco.gov.uk in the early stages of visit planning, at regular intervals and immediately prior to leaving.
- Consider the threat of terrorism as part of visit risk management and include it within visit emergency plans.
- When visiting crowded places such as a major city, venue or event, where the risk of attack may be greater, consider within your planning:
 - Possible safe areas or venues, near where you intend to be, that you could use as an emergency shelter.
 - How to minimise waiting time at busy venues. Where to wait and gather for head counts.
 - How to minimise queuing times (such as not carrying unnecessary items) to speed up search and entry.
 - Are staff phones charged and numbers shared?
 - Do all leaders have all group information? Will they be spaced apart?
 - A contact card for all participants giving a number to call if separated from the group, and the name and telephone number of the establishment
 - How you would get away in an emergency, bearing in mind that the direct route and planned transport might no longer be an option. Are you aware of alternatives and can you access emergency funds to pay for them?
 - Do you need to leave the site immediately with the crowd at the end of the visit event?
 - The possibility of an enforced overnight stay and what this might entail – for example do you need a reserve of any critical medication?
 - How the leadership team might manage an enforced group split.

During the visit:

- Be vigilant and aware of your surroundings – know where the exits are and where you would run to.
- Be aware of the possibility of suspicious items. (See point 5 the 4Cs - <https://www.gov.uk/government/organisations/national-counter-terrorismsecurity-office>).
- When staying at any place for more than 30 minutes, identify emergency meeting points in case the group is forced to move and becomes split.
- Avoid congregating too long around entrances to major public sites.
- At ports and airports don't linger unnecessarily on the public side of security screening.
- Be aware of the 'Stay Safe' principles: 'Run, Hide, Tell' and know what to expect if you encounter armed response officers (see point 2 in 'recognising the terrorist threat': <http://tinyurl.com/pp4fxmu>)
- The experience of the National Counter-Terrorism Security Office is that **decisive leadership is key.**

The website of the National Counter-Terrorism Security Office:

<https://www.gov.uk/government/organisations/national-counter-terrorismsecurity-office>. If this link doesn't work, try <http://tinyurl.com/o5qjkvs>, or copy and paste the link into your browser.

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.

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.

MODEL 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:

- 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 college'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.

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.