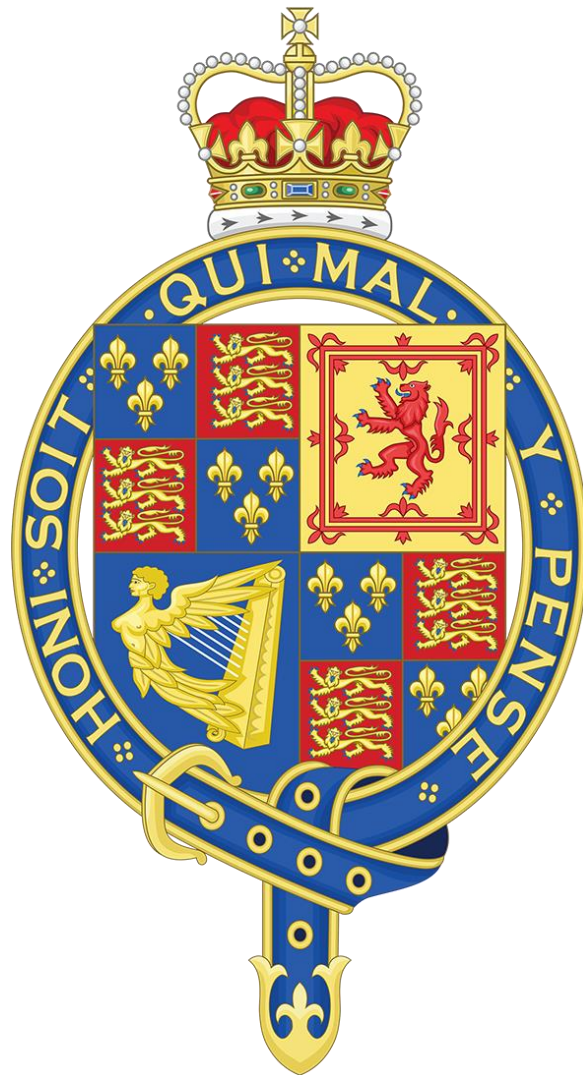


THE ROYAL SCHOOL, ARMAGH



Policy on School Trips and Educational Visits September 2020

Amended: June 2023, May 2024, March 2025

Contents

1.	Ethos & Rationale.....	3
2.	Glossary of terms	4
3.	Categories of Educational Visits.....	5
4.	Organising a trip or visit	5
5.	Planning a visit - Overview	8
6.	Planning a visit – Key questions	9
7.	Risk Assessment	10
8.	Supervision and Staff Ratios.....	11
9.	Vetting.....	12
10.	Transport.....	12
11.	Insurance Cover	12
12.	Use of independent providers	13
13.	Code of Conduct.....	13
14.	Communicating with Parents.....	14
15.	Parental Consent.....	15
16.	Roles and Responsibilities.....	16
17.	Emergency / Contingency Arrangements	19
18.	Additional guidance	20
19.	Monitoring	21
20.	Evaluation.....	21
21.	Appendices.....	22
	Educational Visit Approval Form (EVA).....	23
	Educational Visit Proposal Form (EVP).....	21
	Planning Checklist Form	23
	Parental Consent Form	25
	Educational Visit Group Details Form	26
	Educational Visit Incident Record Form	27
	Post Visit Review Form.....	28
	Appendix 1	29
	Appendix 1a	31
	Appendix 1b	38
	Appendix 2	43
	Appendix 3	45
	Appendix 4	46

Appendix 5	48
Appendix 6	51
Appendix 7	52

1. ETHOS & RATIONALE

School trips and educational visits are an invaluable way to help pupils interact with their learning and develop their interests, experiences, relationships and skills beyond the school setting in an environment which is safe and relevant to learning. This policy covers all the school outings and visits which are curriculum based activities within school hours; day visits and activities which extend beyond the normal school day; visits requiring overnight accommodation from home within Northern Ireland and the Republic of Ireland and visits to places outside Northern Ireland which involve air or sea travel. During any trip or visit the overriding priority must always be the safety and well-being of children.

The Legal framework to protect children is primarily provided by the Children (Northern Ireland) Order 1995. The central thrust of which 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, as defined in the school's Safeguarding & Child Protection Policy, 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.

The majority of educational visits take place without incident and 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.

Staff considering an educational visit should follow the procedures described in this policy and complete the necessary documentation.

The school ethos and mission focusses on the importance of an education which in its wholeness enables pupils to achieve their full potential in academic, moral, social and spiritual terms and on care for the individual. Educational visits and trips are a key feature in that type of development and this policy should be read, interpreted, and applied in a manner which is consistent with the ethos and mission.

Non curriculum related trips involve an additional cost and while the school will endeavour to ensure that trips are not unreasonably expensive it is essential that participating pupils are paid for in full before departure. Accordingly, no pupil should be given a place on a non curriculum related trip when there are outstanding fees in respect of that pupil. A list of the pupils seeking to participate in a trip should be supplied to the finance department before a place is guaranteed. The finance department will endeavour to respond within 24 hours.

2. GLOSSARY OF TERMS

Accompanying Staff	Members of staff, other than the group leader, who participate in the visit in a supervisory capacity.
Close supervision	When the staff and pupils are in each other's company and the staff are able to see the pupils and/or contact them easily in the same place e.g. a museum visit.
Curriculum based trip	This is a trip or visit which is required by the course rubric or which relates directly to material being studied as part of the course. In these trips most pupils studying the course will be expected to participate.
DE	Department of Education
Educational Visits Co-ordinator (EVC)	The person within the school (also may be the principal) who has responsibility to ensure that the visit meets all requirements. The person who has operational management responsibility for the visit.
Employing Authority	This refers to the employers of the staff within schools for example:- <ul style="list-style-type: none"> • Voluntary schools – The Board of Governors;
External Provider	An organisation outside the direct control of the employing authority of the visiting group, which provides all or some elements of the programme or services required by the group, e.g. tour operator, residential centre, leisure centre etc.
Governing Body	Refers to a school's board of governors.
Group Leader	The accompanying member of staff who has overall responsibility for the group for the duration of the visit.
Hazard	The potential for anything or anyone to cause harm.
Independent Provider	An organisation or company outside the direct control of the employing authority of the visiting group, which provides all or some elements of the programme or services required by the group, e.g. tour operator, residential centre, leisure centre etc.
In Loco Parentis	The standard of care expected of all accompanying staff when exercising a duty of care to all pupils when under school regulation is described as being 'in loco parentis' : in place of a prudent parent.
Leaders	The collective term for the adults who have responsibility for the pupils, for the duration of the visit (this includes group leader, accompanying staff and volunteers.)
Non-Curriculum based trip	This is a trip or visit which is not required by the course rubric or where the trip relates more loosely to the course. In these trips most pupils studying the course will not be expected to participate.
OEAP	The Outdoor Education Advisers' Panel exists to ensure the effective leadership and management of high-quality outdoor education, offsite visits and adventurous activities, for the benefit of young people.
Parents	Those with parental responsibility including guardians.
Pupils	Children and young adults between the ages of 3 and 18 years.
Pupils with Special Needs	Children and young adults under the age of 18 year with special needs who require specific supervision and attention.
Remote supervision	When the staff and pupils are not in each other's company and the staff are not able to see the pupils but have robust arrangements in place for emergency contact and a rendezvous time e.g. a shopping break.
Risk	The likelihood that harm will in fact result if nothing were done to either eliminate or in some other way control the hazard to limit its harmful potential.
Volunteers	Adults other than staff members who participate in the visit, in a supervisory capacity.

3. CATEGORIES OF EDUCATIONAL VISITS

The nature of the educational visit, the specific activity or activities planned, or the location will determine the level of planning and associated risk assessment required. The table below provides guidance on the categories of educational visit. These categories are referenced in the later sections detailing the specific planning and documentation required for educational activities.

Category 1 - Basic
Visits which take place on a regular basis and occur largely within establishment hours e.g. sporting fixtures, swimming pool visits and outings.
Category 2 - One-off day /evening excursions (non-hazardous)
e.g. field study trips, theatre visits, business/education visits, regional sporting fixtures.
CATEGORY 3 Residential visits of one or more nights within the UK or Ireland. (non-hazardous)
e.g. visits to residential centres, field centres and school exchanges.
CATEGORY 4 Residential visits outside the UK or Ireland (non-hazardous)
e.g. international exchange visits, sporting events, cultural activities and international community work.
CATEGORY 5 Hazardous activities – residential and non-residential as exemplified below:
Hill walking, Fieldwork, Cycling/mountain biking, Orienteering, Rock climbing/abseiling, Caving and potholing, Kayaking, Open canoeing, Windsurfing, Dingy sailing, Sub-aqua, Skiing/snowboarding, Horse riding, Angling, Water-skiing, Rafting rowing, Surfing, Boulderling/gorge walking, Swimming in open water, Coasteering, Stand-up paddle boarding

4. ORGANISING A TRIP OR VISIT

Category 1 and Category 2 recurring and one-off (non-hazardous) visit

Step 1 Identification of Educational Visit - Objective

The school, department or teacher identifies an area or areas of the curriculum for which an educational visit(s) may be an essential or relevant component. At this stage the teacher organising the trip may seek an indication from pupils as to the likely level of interest.

Step 2 Approval

Details of the proposed visit(s) are submitted, by the teacher or group leader, on the EVA Form to the Headmaster for approval. Approval must be granted by the Headmaster, and the board of governors, before any further planning is undertaken. Staff should allow adequate time in their planning for this to be practicable. Please note at the stage when approval is sought an approach should already have been made to the finance department regarding substitute cover costs.

Step 3 Implementing Appropriate Risk Management

It should be ensured that all visits are organised in accordance with relevant school policies (e.g. Health and Safety and Safeguarding & Child Protection) and take cognisance of best practice, as set out in this policy and in the EA guidance (EA Educational Visits Interim Guidance for Schools (2017) which can be accessed at <https://www.eani.org.uk/school-management>)

Step 4 Informing the Parents

Parents should be informed about the educational visit their children will participate in. This should be in the form of a letter on school headed notepaper (current version). All letters on school headed notepaper must be approved in advance by the Headmaster or one of his deputies. In addition to information about destination, objectives, dates, price and supervision of the trip this information should also provide information about deposits (refundable or not) and insurance. Once parents have been informed of visits their written consent should be obtained using the form provided in the Forms and Appendices section.

Step 5 Maintaining Records

Copies of all forms (e.g. EVA and Consent Forms) and any other relevant information should be submitted to the Headmaster.

In the case of an incident/accident occurring, an 'Educational Visit Incident Record Form' must be completed.

Procedures Step by Step for Visits in Categories 3, 4 and 5

Step 1 Identification of Educational Visit - Objective

The school, department or teacher identifies an area or areas of the curriculum for which an educational visit(s) may be an essential or relevant component. At this stage the teacher organising the trip may seek an indication from pupils as to the likely level of interest.

Step 2 Initial Approval

Details of proposed visit should be submitted by the teacher or group leader to the Headmaster for consideration in consultation with the Board of Governors. The EVP form should be used for this purpose and any relevant information attached e.g. details of the residential centre to be used. It is the responsibility of the Headmaster in consultation with governors, to decide whether a visit should proceed. It is essential, therefore, that they are consulted at the earliest opportunity. Under normal circumstances, a minimum period of notice of not less than 4 weeks is recommended. Detailed planning can proceed once initial approval has been granted. Please note at the stage when approval is sought an approach should already have been made to the finance department regarding substitute cover costs.

Step 3 Completion of Planning Checklist

The appropriate sections of the planning checklist should be completed by the teacher and/or group leader for the visit. See EV1 Planning Checklist in the Forms and Appendices section.

Step 4 Briefings

Staff, volunteers, parents and pupils, should be briefed about all aspects of the educational visit. Once parents are fully aware of the visit details they should be asked to give their consent in writing. The Consent Form may be used for this purpose.

Step 5 Information Collated

It is important to gather together all relevant information about the pupils participating in the visit. This should be collated by the group leader and the originals retained by the school. An Educational Visits Group Details Form can be found in the Forms and Appendices section.

Step 6 Final Approval Secured

Visits in this category can only proceed once final approval has been secured from the Headmaster and governors. The EVP form should be signed by both the Headmaster and the Chairman of the Management Committee to confirm approval and endorsement of the arrangements for the visit.

Step 7 Maintaining Records

Copies of all forms and relevant information should be filed at the school.

Any changes to the original approved visit must be agreed, as appropriate, prior to the event taking place.

An Educational Visit Incident/Accident Form can be found in the Forms and Appendices section. This form may be used by accompanying staff to keep a record of the pertinent information required of any incident or accident that occurs during an educational visit.

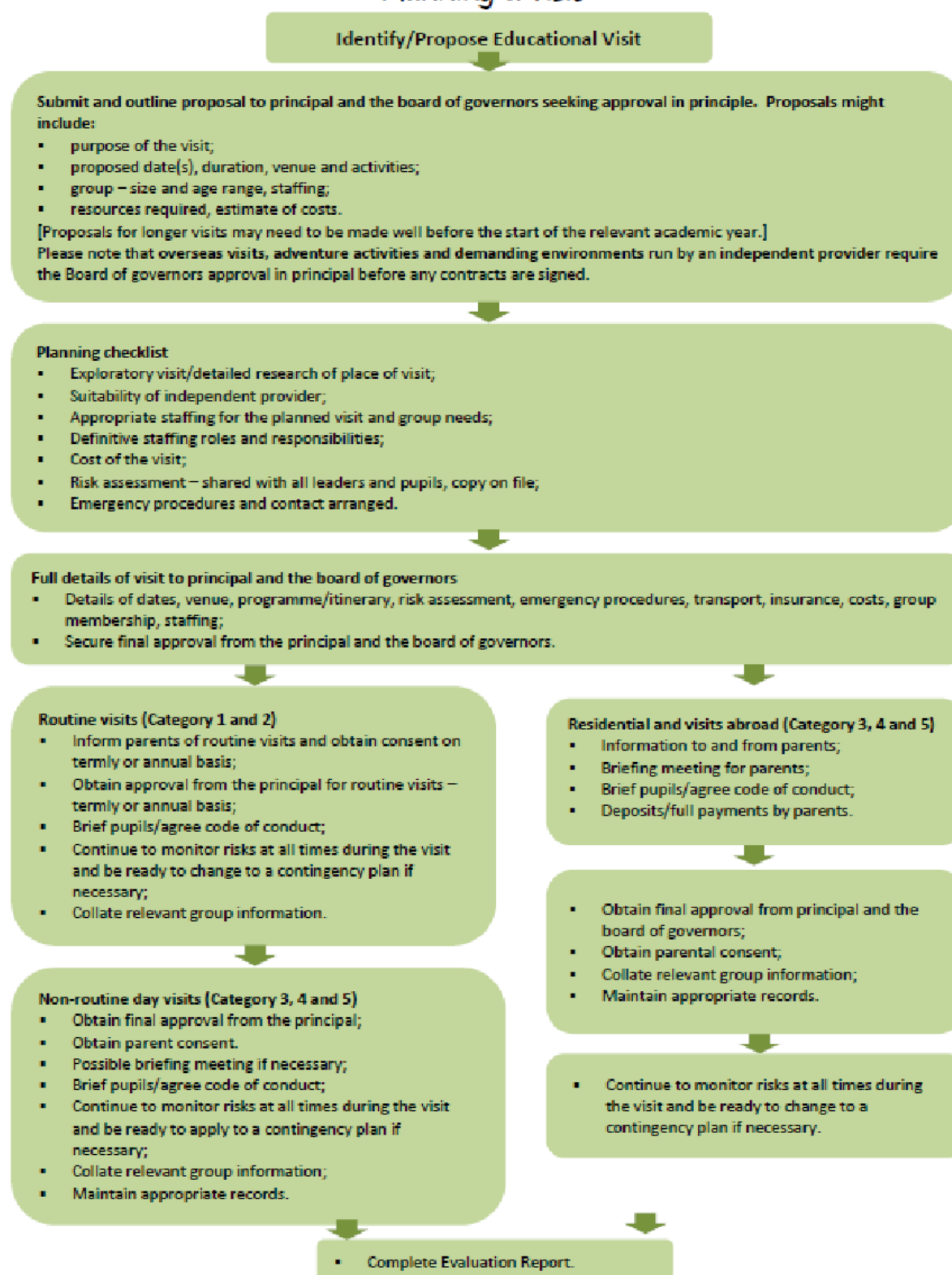
The group leader should also ensure that all documentation required by the Employing Authority (Board of Governors of the Royal School, Armagh) in relation to any incidents or accidents is completed as appropriate. This must be forwarded to the Headmaster as soon as is practicable.

Step 8 Evaluation

On return it is important to undertake an evaluation of the key aspects of the visit. The completed evaluation should be forwarded to the Headmaster and maintained by the school for future reference. A Post Visit Review Form may be used for this purpose and is available in the Forms and Appendices section.

5. PLANNING A VISIT - OVERVIEW

Planning a visit



6. PLANNING A VISIT – KEY QUESTIONS



- What are educational objectives?
- What is the nature of the visit?
- Target group identified?
- Does the venue/activity meet the educational objectives of the visit?
- Is the age profile of the pupils suitable for chosen venue/activity?
- What is the competence, experience of staff?
- What environmental factors do we need to consider e.g. time of year, weather?
- Venue facilities?
- Venue accessibility?
- Clothing equipment requirements?
- Appropriateness of venue?
- facilities
- activities
- location
- access to tele communication
- venue staff
- first aid/medication/emergency action plan
- accommodation in relation to security/emergencies
- access to local services
- If visit is not possible how can we fully research the appropriateness of the venue?
- Has the independent provider all the appropriate insurances and risk assessments in place?
- Suitable detailed itinerary agreed?
- Appropriate supervision of qualified staff?
- Any proposed changes to the agreed programme to be agreed with the EVC to assess risk?
- Appropriate?
- Competent/qualified e.g. first aider?
- Staff/pupil ratios?
- Training?
- Clear roles and responsibilities?
- Volunteer staff considerations?
- Communications protocol in place and understood by all staff?
- Clear roles and responsibilities of main staff?
- First aider identified?
- Familiarisation with educational visit venue to include location/first aid equipment/ emergency procedures and the responsible staff identified?
- Arrangement of first aid/emergency procedures meeting with staff/pupils on arrival at venue?
- Immediate access to parental consent form information (telephone numbers etc.) especially for all pupils but especially for those with medical conditions?

7. RISK ASSESSMENT

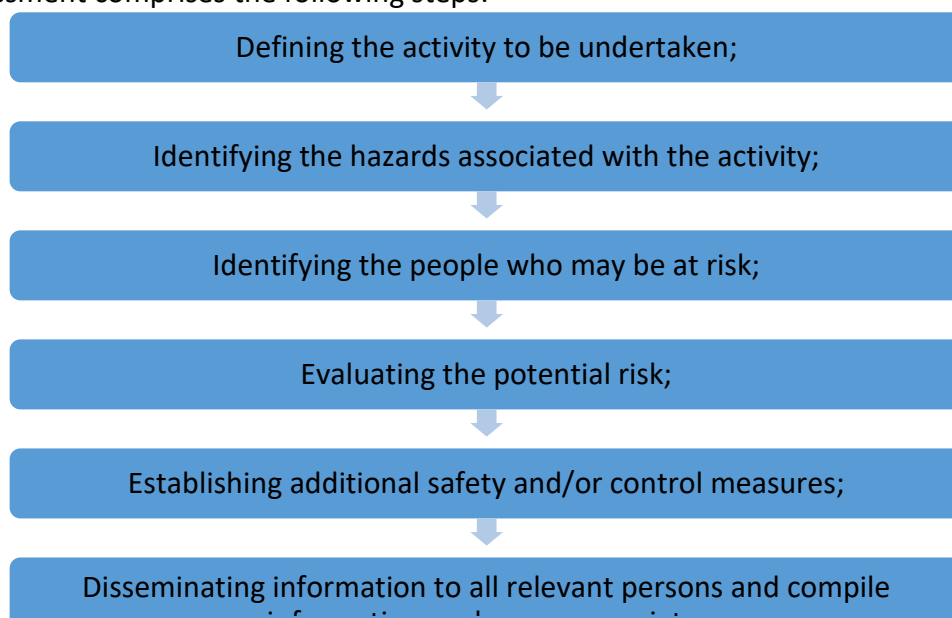
Educational visits cannot be entirely risk-free. The aim, therefore, must be to contain risks within acceptable levels and provide evidence that relevant risks have been considered. Care must be taken not to expose pupils to unacceptable physical or psychological risk, particularly on those occasions 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 allows a reasoned judgement about the level of risk involved and what actions need to be taken to reduce the risk to an acceptable level.

This is achieved by either:

- 1) Eliminating the identified hazards altogether: -
- 2) Managing hazards by introducing effective control measures: -

Risk Assessment comprises the following steps:



The vital issue is whether the risk can be managed. If there are doubts that the risk is manageable, then it is advisable to change the activity and/or the location. Where there is considerable concern as to the outcome, it is better to abandon and redesign the educational visit than to expose pupils to an unacceptable level of risk. **Group leaders must fully record their risk management decisions on paper.**

As with much health and safety legislation and regulations, the paper at the end of the process is of minor significance compared to the professional judgement of the group leader.

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

whilst the visit is taking place is a key element of the competence for leaders of educational visits.

An example of an approach to risk assessment for a category 3 visit is contained in the Forms and Appendices section. A range of exemplar risk assessments for a variety of activities are also available in school. These can be obtained from the Vice Principal Curriculum or via the School Microsoft Teams site (Staff Team, Risk Assessment Channel) or <https://www.eani.org.uk/school-management/health-safety/qualitative-risk-assessments>.

The following risk assessments may be helpful to staff in planning educational visits, staff should consult the wider range of risk assessments described above as and when necessary.

- School Excursions Risk Assessment
- Residential Stays Risk Assessment
- Remote Supervision Risk Assessment
- Educational Visits – General Risk Assessment
- Adventure Activities – General Risk Assessment

Where it is practical, there should be a pre-visit by the party leader. Where this is not practical, a leader should seek advice from others who have been there before or from the appropriate tour operator. Upon arrival at the destination a leader should carry out a check of the locality to assess any risks/hazards/dangers. Planning and organisation of the visit should ensure that those involved are not exposed to risk of physical, sexual, or emotional abuse or harassment.

8. SUPERVISION AND STAFF RATIOS

There should be a minimum of one adult to every 20 pupils, but after carrying out a risk assessment for the activity, consideration should be given to the nature and location of the activity and to the age, conduct and medical needs of the pupils taking part. Such consideration may require changing the ratio of staff to pupils. 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.

Visits involving a mixed group should have supervisory staff of both sexes where an overnight stay is involved. Where this is not possible parents must be made aware and give their consent to the proposed arrangement prior to the visit.

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

Supervision can be close or remote, but it is always for the duration of the visit.

Where a non-curriculum based trip requires cover to be provided for absent teachers an allowance for the cost of substitute cover should be built into the cost of the trip. This should be discussed with the Headmaster or Vice Principal (Curriculum).

9. VETTING

It is essential that the school's Safeguarding and Child Protection policy and procedures are followed by all staff or volunteers involved in the trip. Staff or volunteers involved in a trip should have the appropriate vetting through Access NI. Staff organising trips need to be satisfied that places to be visited, particularly residential centres have similar procedures in place for their staff., who also have substantial access to pupils.

10. TRANSPORT

Staff should ensure that all transport used during educational visits meets the legal statutory requirements for the type of journey.

- Consideration should be given to the most appropriate form of transport for the journey. Where possible a school vehicle should be used in preference to a personal vehicle.

Use of Private Vehicles

It is best practice that pupils should not be transported in parents' cars, however, where it is necessary for leaders or parents to transport pupils in their cars, organisers of the visit should:

- Satisfy themselves that the vehicle is licensed and insured for purpose – this could involve asking for a copy of the insurance details;
- Seek the agreement of the parents of the pupils involved – this should be in writing;
- Satisfy themselves that private car users do not carry more passengers than the number of seat belts available;
- Do so in accordance with the school's Safeguarding and Child Protection Policy.

11. INSURANCE COVER

The group leader must ensure, well before the group departs, that adequate insurance arrangements are in place. Additional travel insurance is required in relation to educational visits outside of Northern Ireland. This should be adequate for specialised risk activities, the location of the visit, participants with medical conditions, cancellation or other emergency situations and medical cover for leaders and staff. Parents should be advised as to the extent of any additional insurance taken out by the school.

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 advice from the school, Education 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 bursar.

12. 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 school e.g. tour operators, specialist activity providers, residential centres etc.

Where a trip is being organised or delivered by an independent provider the Headmaster must ensure that:

- Relevant policies and procedures are followed in relation to the use of such providers;
- Providers are reputable and have the necessary insurance in place for the services they provide;
- Staff involved in the delivery of the service are competent and are aware of their roles and responsibilities in relation to the group and child protection;
- Risk assessments are available for the activities the group will partake in;
- Adequate emergency and contingency plans and procedures are in place in the event of unforeseen circumstances.

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

13. CODE OF CONDUCT

A Code of Conduct should be provided, in advance of an educational visit, to all pupils. Staff, volunteer supervisors, pupils and parents should all be made fully aware of the code, including possible consequences of breaking the code. All pupils participating in an educational visit must agree to abide by the Code of Conduct at all times during the visit. It is the responsibility of the leaders to maintain standards of behaviour and discipline while on educational visits. Leaders cannot avoid setting an example to group members in everything they do or say.

While on a residential, leaders remain responsible for the conduct and safety of pupils at all times. This should be taken into consideration when deciding on appropriate behaviour, practice and supervisory arrangements.

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

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

After carrying out a behavioural risk assessment, the school has the right to refuse any pupil from participating in the visit, whose involvement may be considered to be a danger to him/herself or to the group.

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

Expectations of behaviour etc should be made clear to pupils, particularly if there will be periods of remote supervision or on a residential trip. Emergency contact arrangements must be shared with pupils.

Supervisors should be reminded of their responsibilities under child protection and safeguarding of young people. At all times staff must adhere strictly to school safeguarding procedures including the Code of Conduct.

A model code of conduct is provided in the appendices, this can be edited so that it is appropriate for the group, activity and trip.

It can be good practice to involve pupils and their parents in the process of drawing up the code of conduct: this is a useful way of getting them to think through the issues and to understand the reasons behind the requirements, and is itself a process of risk assessment. This process is not mandatory.

14. COMMUNICATING WITH PARENTS

Effective communication will ensure that parents are made aware of the purpose and nature of the visit and will ensure that parents inform the school about any particular needs and issues of their child relevant to the visit. Information should be supplied to parents as far in advance as possible.

Letters to parents/guardians should give as much information as possible, including the costs involved and the type and level of supervision. A draft of this letter should be approved by the Headmaster or Vice Principal before circulation. The Headmaster or Vice Principal must be satisfied that the ratio of leaders to young people meets the required level and is appropriate to the activity being undertaken.

As a minimum information to parents may also include:

- the aims and benefits of the visit;
- dates of the visit or series of visits;
- details on the cost of the visit including any additional financial requirements;
- destination details;
- times of departure and return and whether parents will be required to meet their children on return;
- the location where the pupils will be collected and returned;
- mode(s) of travel including the name of any travel company;
- the size of the group and the level of supervision;

- details of accommodation;
- details of insurance taken out for the group as a whole in respect of luggage, accident, cancellation, medical cover, any exceptions in the policy and whether parents need to arrange additional cover;
- details of provision for special educational or medical needs;
- names of leader, of other staff and of other accompanying adults;
- an outline of the planned programme of activities;
- details of any special clothing and/or equipment required;
- the risks associated with the visit, tempered, where applicable, with information about the school's good safety record or that of the external provider;
- agreed arrangements for non-emergency contact during the visit;
- arrangements/protocols for parents to make contact with the child;
- arrangements/protocols for the school or pupils to make contact with their parents;
- a list of potential circumstances when a parent will be contacted by the school e.g. when a pupil:
 - reports feeling unwell and the symptoms/condition is giving cause for concern;
 - requires medical attention;
 - is injured as a result of an accident or emergency;
 - is involved in a serious breach of the established code of conduct for the educational visit.
- the code of conduct for the visit detailing expected standards of behaviour and sanctions;
- arrangements for the early return of a pupil for any reason during the visit;
- what pupils should not take on the visit or bring back;
- advice on pocket money and how it is allocated during the visit;
- the information required from parents about their child;

In the case of residential trips it is recommended practice to hold a parents meeting either face to face or remotely at which parents have an opportunity to ask questions and are reminded of the key information. Alternative arrangements might need to be made for parents who cannot attend or who have difficulty with communication.

15. PARENTAL CONSENT

Parental consent must be obtained for educational visits. The contents of a consent form for a parent to sign will vary according to the type of visit.

Please note that ordinarily pupils will not be permitted to go on non-curricular trips (e.g. ski trip) if there are outstanding fees owed. Parents should be advised of this with the initial information and lists of pupils seeking to go on a trip should be submitted to the Finance Department at the earliest opportunity and before the pupil's place is confirmed.

Medical Consent

For visits that require parental consent, parents 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 do not agree to this, the principal may decide to withdraw the child from the visit given the additional responsibility this would entail for the group leader.

Contact with Parents during the Visit

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

Parents should therefore:

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

Pupil Contact with Parents

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

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

16. ROLES AND RESPONSIBILITIES

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

The Headmaster

The Headmaster (or his deputy), with the agreement of the Board of Governors, will grant or deny permission for all educational visits. Ordinarily the headmasters will bring the application to SLT to ensure compliance with the school calendar. Approval, in adequate time to allow consideration of the proposal must be sought in writing by those planning the trip using the correct form provided in the appendices. Approval must be granted before planning progresses or a visit takes place.

Educational Visits Coordinator (EVC)

The role of Educational Visits Co-ordinator (EVC) will be central in endeavouring to ensure that the best practice, in relation to educational visits, is developed and implemented within the school. At The Royal School, Armagh the role is performed by the Vice Principal (Curriculum) in collaboration with the headmaster.

In pursuance of this aim the EVC should:

- ensure that visits have specific educational objectives;
- be satisfied that risk assessment has been carried out and that appropriate safety measures are in place;

- ensure that all arrangements comply with the organisation's Child Protection and Health and Safety Policies;
- ensure that the principal demonstrates how proposals comply with best practice;
- assess and submit visit proposal for board of governors' approval;
- ensure that an acceptable code of conduct for pupils is in place;
- ensure that staffing is appropriate.

Group Leader (Teacher in Charge)

The group leader will have overall operational responsibility for the supervision, discipline and conduct of the participants for the duration of the visit and should be experienced in organising such visits, the supervision of pupils, and all relevant health and safety matters. They should be able to direct and supervise pupils, and be suitably qualified/competent to instruct them in activities, as appropriate.

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

The group leader should:

- obtain prior agreement and approval before any off-site visit takes place;
- appoint a deputy, if appropriate, with the consent of the principal;
- adhere to best practice as outlined in this guidance document;
- undertake and complete the planning and preparation for the visit including the briefing of leaders, pupils and parents;
- ensure that all relevant checks have been undertaken if an independent provider is to be used;
- take steps to become familiar with the location/establishment where the activity will take place;
- inform parents as to the terms and conditions of any additional insurance cover taken out by the school;
- undertake and complete an appropriate risk assessment;
- collect relevant information on the pupils proposed to participate in the visit to assess and confirm their suitability;
- ensure the ratio of leaders to pupils is appropriate for the needs of the group and the nature of the activity to be undertaken;
- clearly define the role of each member of accompanying staff and volunteers and ensure that all tasks have been clearly assigned;
- have proper regard to the health and safety of the pupils and ensure that adequate supervision is provided at all times;
- ensure that the established code of conduct for both staff and pupils is adhered to;
- ensure child protection procedures are followed;
- ensure that adequate first-aid provision will be available;
- ensure that, during the visit, leaders have up-to-date emergency contact details of:
 - nominated contact
 - parents
- ensure that accompanying staff and volunteers and the nominated contact are aware of the emergency procedures;
- ensure that the group leaders have the details of group members' special educational or medical needs, which will be necessary for them to carry out their tasks effectively;

- consider stopping the visit if the risk to the health or safety of the pupils is unacceptable and have in place procedures for such an eventuality;
- regularly review visits/activities.

Accompanying Staff

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

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

Accompanying staff should:

- accept the authority and follow the instructions of the group leader;
- under direction of the group leader, assist with the organisation of activities and discipline of the pupils;
- ensure that the established code of conduct, for leaders and participants is adhered to;
- consider stopping the activity and notify the group leader, if they think the risk to the health or safety of the group members in their charge, is unacceptable.

Volunteers in a Supervisory Role

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

Volunteers should:

- be vetted on the basis of having substantial access to children (e.g. Enhanced AccessNI);
- 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;
- be supplied with information on the school's Safeguarding and Child Protection procedures to the satisfaction of the group leader.
- endeavour to ensure that the established code of conduct, is adhered to.

Nominated Contact at School

Dealing with unexpected situations can be aided by the Headmaster and Vice Principals, or another senior member of staff (if not on the visit) who will act as the contact person for both the group and the pupils' families.

Nominated contact should:

- retain details of the place to be visited, contact personnel and telephone and mobile numbers as appropriate;
- retain a copy of the contact details of all the pupils' parents;

- retain a copy of the contact details of the principal/group leader;
- be fully briefed and aware of his/her responsibilities including the action to take in the event of a serious incident.

Parents

Parents should be able to make an informed decision as to whether their child should go on the visit. However, in the interests of the overall safety and success of the visit the ultimate decision as to who participates rests with the school. The group leader should ensure that parents are given sufficient information in writing and are invited to a briefing session, where appropriate.

Parents should:

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

Special arrangements may be necessary for parents who have particular or special needs, for example, those who are hearing impaired or whose first language is not English.

Responsibilities of Pupils

The group leader should, when briefing the pupils, make it clear that they have to act in accordance with the code of conduct at all times. Where appropriate, pupils should be fully involved in the planning process. Further consideration may need to be given to this matter when dealing with pupils with behavioural issues.

17. 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 the appendices.

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 managers 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 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 advice relating to a medical condition;
- an emergency contact number for parents;
- how to access any medical equipment e.g. the defibrillator at the facility;
- 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.

18. ADDITIONAL GUIDANCE

- The RSA Planning Checklist should be completed throughout the organisation of a school trip. If approval has been gained for the proposed trip, the leader should inform relevant and appropriate aspects of the school community of the trip, e.g. entered in the school diary, information to staff, a letter home to parents, informing the school canteen regarding catering, appropriate school transport.
- The trip leader must ensure that the school canteen is aware of the numbers involved in the trip. Pupils on free school meals are entitled to a packed lunch.
- Proposals for school trips should be submitted on an appropriate form. The Headmaster may invite the organiser to discuss aspects of the trip. Those who organise trips or educational outings and those who help supervise have a statutory responsibility to ensure the safety and welfare of the young people in their care. As a ‘duty of care’ they have the same responsibility as would be normally discharged by parents and the circumstances may require a higher standard of care from a leader than a parent.
- An information card should be given to each participant containing the telephone numbers of the emergency services of the country to which you are travelling, contact names and addresses for your accommodation (if relevant) and the emergency contact details of the group leaders.

- An itinerary of the trip should be prepared and all members of the group **should be aware of it**. Roles and responsibilities and lines of communication should be clearly defined, agreed and effective within the party.
- Any changes to return times should be communicated to the Headmaster or Vice Principal as soon as is practical.
- Group supervisors should be aware of the specific medical needs of the pupils on the trip and prepare and plan accordingly including ensuring that appropriate spare medication is available. A list of names and contacts of those involved on the trip should be compiled and a copy left in the Concourse Office and with the Headmaster and Vice Principal. Departure and return times should be clear as well as a contact number or location for the group for the duration of the trip. The party should have access to a First Aid Kit, if appropriate.
- Where payments are involved, receipt and expenditure records must be kept. A record of pupil receipts should also be kept and a receipt supplied to the parent/guardian. Procedures for this should be in line with the cash handling guidelines issued by the Finance Office. Detailed processes should be discussed with the Bursar if required.
- In the event of any serious accident or incident (critical incident) on the trip or visit, the school leadership must be contacted immediately.
- In the event of an accident or other incident an Incident Record Form must be completed and submitted immediately upon return. In the event of an accident resulting in hospitalisation of any member of the group, the Principal or Vice Principal must be informed immediately.
- Each evening, all participants should be brought together to check on welfare.
- On each day of the trip, a short briefing meeting should be held with all participants to remind them of the plans for the day and outline any necessary changes.

19. MONITORING

- Mechanisms for monitoring will be overseen by all those members of staff who undertake a school trip/outing. The Headmaster should be consulted about the arrangements for the trip/outing at its various stages of planning and preparation. It is important that new or substitute members of staff should be fully informed.
- Permission for repeat trips may be withheld if monitoring and evaluation of the trips is not undertaken.
- Following a school trip/outing, a post visit review must be completed as a means of evaluation and feedback.

20. EVALUATION

This policy will be reviewed in line with new legislative requirements, updated guidance and the needs of the school, the framework for this policy is based on Education Authority Educational Visits Interim Guidance, 2017 and the school's Safeguarding and Child Protection Policy.

21. APPENDICIES

Educational Visit Approval Form (EVA)

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

Group Leader: _____

Activity/Name of trip	Educational Objective(s)	Category 1 or 2	No. of Pupils	Year group(s)/ age range	Date

Approved: _____ Date: _____

Signed Headmaster

Approved: _____ Date: _____

Signed Chair of Governors



Educational Visit Proposal Form (EVP)

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

Name of Trip / Visit (e.g. Geography trip to Iceland)					
Group Leader					
Category of visit	Circle as appropriate 3 4 5				
Proposed Dates(s)	From:/...../.....	To:/...../.....	Number of Days (incl.):
Approx. cost per pupil					
Place(s) to be visited					
Educational objective(s) of visit					
Activities to be undertaken					
Name and address of any other school(s) involved (if applicable)					

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		Male	Female
Royal School, Armagh			
*Other School(s) / Project(s)			

Staff & other adults involved Name:	M	F	School Visit	Date & Time of attendance

Transport Arrangements:	
Organising Company: (if relevant)	
Agency (if relevant):	
Other comments or information:	

I am aware of the relevant policies and undertake to implement them with respect of this trip.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
---	------------------------------	-----------------------------

Consultations have taken place with the finance department for substitute cover provision.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
---	------------------------------	-----------------------------

Headmaster's Signature:		Date:/...../.....
Chair of Governor's Signature:		Date:/...../.....

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



Planning Checklist Form

Name of trip/visit: _____

Date of trip/visit: From: _____ To: _____

Venue: _____

Group Leader: _____

	Yes	No	N/A
The proposed visit has clear educational objectives			
The nature of the visit has been established			
The target group has been identified			
All the relevant information regarding the proposed educational visit has been presented to the management e.g. destination, itinerary, timescales etc.			
The management has approved the proposed visit			
<i>An initial risk assessment has been undertaken for all aspects of the visit(s) and appropriate control measures have been put in place and recorded:</i>			
<ul style="list-style-type: none"> hazards have been identified 			
<ul style="list-style-type: none"> people who may be at risk have been identified 			
<ul style="list-style-type: none"> evaluation of the risk has been undertaken 			
<ul style="list-style-type: none"> additional safety and/or control measures have been established 			
<ul style="list-style-type: none"> information has been disseminated to all relevant persons and appropriate records maintained 			
Where residual risks (inherent in all visits) still prevail an appropriate contingency/emergency plan has been put in place and disseminated to all relevant persons			
<i>The number of leaders in attendance has been agreed:</i>			
<ul style="list-style-type: none"> a staff member has been identified as group leader 			
<ul style="list-style-type: none"> accompanying staff have been identified 			
<ul style="list-style-type: none"> volunteers have been identified 			
<ul style="list-style-type: none"> vetting procedures have been undertaken (where necessary) 			

	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 Coordinator has approved the operational arrangements for the visits.			
Final Approval is obtained, as appropriate.			



Parental Consent Form

I consent to my son/daughter* _____ (Name in full) taking part in the educational visit to _____ on _____

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

Please give details of:

Any current medical condition

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

Any medication being taken

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

Emergency contact / Next of Kin:

i) Name: _____ Relationship to pupil: _____

Contact number(s): _____

ii) Name: _____ Relationship to pupil: _____

Contact number(s): _____

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

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

Signed (Parent/Guardian) Date

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

Educational Visit Group Details Form

Name of trip/visit: _____

Date of trip/visit: From: _____ To: _____

Venue: _____

Group Leader: _____

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

Name of Trip / Visit: _____

Group Leader: _____

Visit to: _____

Dates: _____ To: _____

1 Date, Time and Location of Incident: _____

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

(a)

(b)

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

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

Signed _____ Date _____

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



Post Visit Review Form

Name of Trip / Visit: _____

Group Leader: _____

Visit to: _____

Dates: _____ To: _____

Please comment on the following: -

Feature	Y/N	Comment
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: _____

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

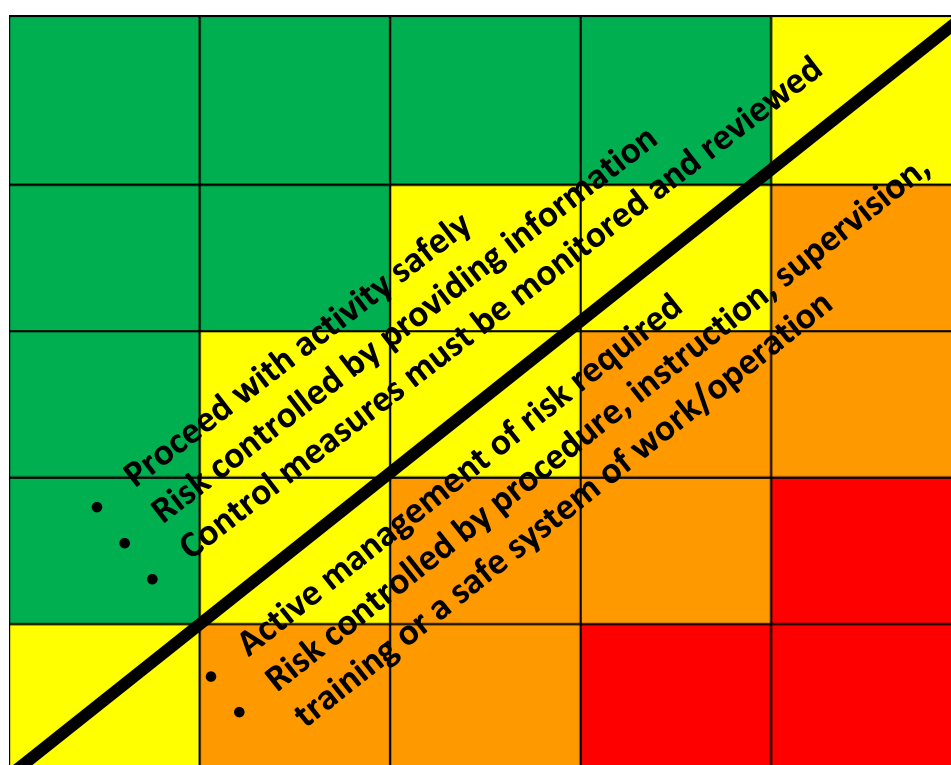
Risk = Probability of occurrence x Consequence of outcome

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 post primary 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**

Sample Risk Assessment

NATURE OF ACTIVITY	HAZARDS	PEOPLE AFFECTED	EXISTING CONTROL MEASURES	Probability 1-5	Severity 1-5	RISK RATING Max 25	ADDITIONAL PRECAUTIONS NECESSARY
<u>Risk Assessment – General Risks</u>							
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 lost	Students	<ul style="list-style-type: none"> All students will be allocated to a particular teacher for whole trip Students will be told to stay in groups (minimum 3) at all times and never to go anywhere alone Students to be aware of school mobile number which will be carried by staff In case of a student going missing, staff to be informed immediately 	4	1	4	
All Activities	Risk of abuse of students by strangers	Students	<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	
Coach Travel to and from Belfast International Airport	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 	2	5	10	Regular staff checks
	Travel sickness		<ul style="list-style-type: none"> Students will be instructed not to move about coach when in motion Coach company will provide bags for sickness 	3	1	3	
Belfast International Airport/ Gatwick Airport/ Luton Airport	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. 	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.
	Injury		<ul style="list-style-type: none"> Students will remain in their groups and board together. They will be counted regularly. 	3	2	6	
	Theft		<ul style="list-style-type: none"> Students will be seated together and will exit plane after the other passengers. 	2	1	2	
	Lost boarding pass			4	1	4	
	Attention from strangers			2	3	6	

			<ul style="list-style-type: none"> Students will be told to report any inappropriate attention from strangers to teachers immediately 				Any student straying from the group will be punished.
<u>Hostel/Hotel</u>	Sickness	Students Staff	<ul style="list-style-type: none"> NST have been requested to locate student rooms close together 	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. 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.
	Accident and Injury		<ul style="list-style-type: none"> Students will be assigned to specific room 	3	3	9	
	Fire		<ul style="list-style-type: none"> 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 	2	5	10	
	Attention from strangers		<ul style="list-style-type: none"> 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 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. 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. 	2	3	6	
<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	Head counts on the platform before embarkation and disembarkation. Students are given instruction what to do
	Lost tickets		<ul style="list-style-type: none"> Student or member or rail staff to phone school mobile. 	4	1	4	
				2	5	10	

	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 				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 located
<u>Trip on the River Cruise</u>	Water Accident / injury	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	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 to monitor school mobile phones for messages
	Getting lost			2	2	4	
	Falling off boat			2	5	10	
	Attention from strangers			2	3	6	
<u>Visits to Restaurants</u>	Slips/ Trips	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	4	
	Food Poisoning			2	3	6	
<u>Trip to Madame Tussauds</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. 	2	2	4	Student reminded of appropriate behaviour and manners.
	Evacuation/Fire			2	2	4	

			<ul style="list-style-type: none"> • 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. 				<p>Close teacher supervision of 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 performance/at interval/at end of performance 	3	2	6	<p>Student reminded of appropriate behaviour and manners. Close teacher supervision of students</p>
<u>Trip on the 'Hop on Hop Off' bus tour</u>	Road Accident	Students Teachers	<ul style="list-style-type: none"> • All teachers and students will wear seatbelts on the bus where available 	2	4	8	Regular staff checks.

	Boarding and disembarking the bus		<ul style="list-style-type: none"> Students will be instructed not to move about coach when in motion Staff will expect students to observe Green Cross Code. 				Close staff supervision when boarding and disembarking the bus
<u>Shopping Trip in Oxford Street</u>	Getting lost	Students	<ul style="list-style-type: none"> Staff should ensure that students are safely escorted off underground at Oxford Street 	3	4	12	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		<ul style="list-style-type: none"> Leaders will walk students around main part of Oxford Street and establish a location and time for meeting students. 	2	3	6	
	Danger from traffic	Teachers	<ul style="list-style-type: none"> Staff will expect students to observe Green Cross Code. 	3	5	15	
	Pickpockets		<ul style="list-style-type: none"> 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 numbers to contact staff if necessary 	4	2	8	
<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	<ul style="list-style-type: none"> 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	Teachers	<ul style="list-style-type: none"> Steps/stairs when boarding the capsule Ensure that there are no students who suffer from vertigo 	2	2	4	
	Door entrapment		<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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		<ul style="list-style-type: none"> Leaders will walk students around main part of Covent Garden and establish a location and time for meeting students. Staff will expect students to observe Green Cross Code. 	2	3	6	
	Danger from traffic	Teachers	<ul style="list-style-type: none"> Staff will establish times and meeting point. Students will be told to report any inappropriate attention from strangers to teachers immediately 	2	4	8	
	Pickpockets		<ul style="list-style-type: none"> 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 numbers to contact staff if necessary 	4	2	8	
<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 1b

Behavioural Risk Assessment and Risk Management Plan

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

Risk Assessment

Impact 	5	5	10	15	20	25
	4	4	8	12	16	20
	3	3	6	9	12	15
	2	2	4	6	8	10
	1	1	2	3	4	5
	X	1	2	3	4	5
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

Risk Assessment

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

Risk Management Plan

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

Risk Management Plan

Identified Hazards:

Identified 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.

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.