



# **Educational Trips Policy**

2024-2028

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## ABSTRACT

The term 'Educational Visits' refers to: *'all academic, sporting, cultural, creative and personal development activities, which take place away from the young persons' school, and make a significant contribution to learning and development of those participating'*.

As a school we value the role of educational visits and regard them as an important part of school life and as an effective way of enriching elements of the Northern Ireland Curriculum. They can also enhance the personal and social development of the children in our care. Some of the many benefits are listed below.

School visits benefit young people in many ways, including:

- Being able to apply a different range of skills than those used in the Classroom
- Enabling, supporting and complementing the work of the Northern Ireland Curriculum
- Assessing and managing risks (safety)
- Associating the work of schools and teachers directly with the work outside school
- Developing talents, abilities and interests, which can be motivational and have lifelong relevance

The Board of Governors, Principal, Teachers, volunteers, pupils and parents all have responsibilities during the course of any off-site activity in which they are participating.

The following guidelines need to be followed to ensure all activities are conducted in a safe, effective and efficient way.

# 1. CATEGORIES OF EDUCATIONAL VISIT

## **Category 1: Visits which take place on a regular basis (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, educational visits, and regional sporting fixtures

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

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

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

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

## **Category 5: Hazardous Activities – residential and non-residential**

As exemplified below:

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

## Planning a visit

### Identify/Propose Educational Visit

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

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

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

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

### Planning checklist

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

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

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

### Routine visits (Category 1 and 2)

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

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

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

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

- Information to and from parents;
- Briefing meeting for parents;
- Brief pupils/agree code of conduct;
- Deposits/full payments by parents.

- Obtain final approval from principal and the board of governors;
- Obtain parental consent;
- Collate relevant group information;
- Maintain appropriate records.

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

- Complete Evaluation Report.

## Planning a Visit – Key Questions

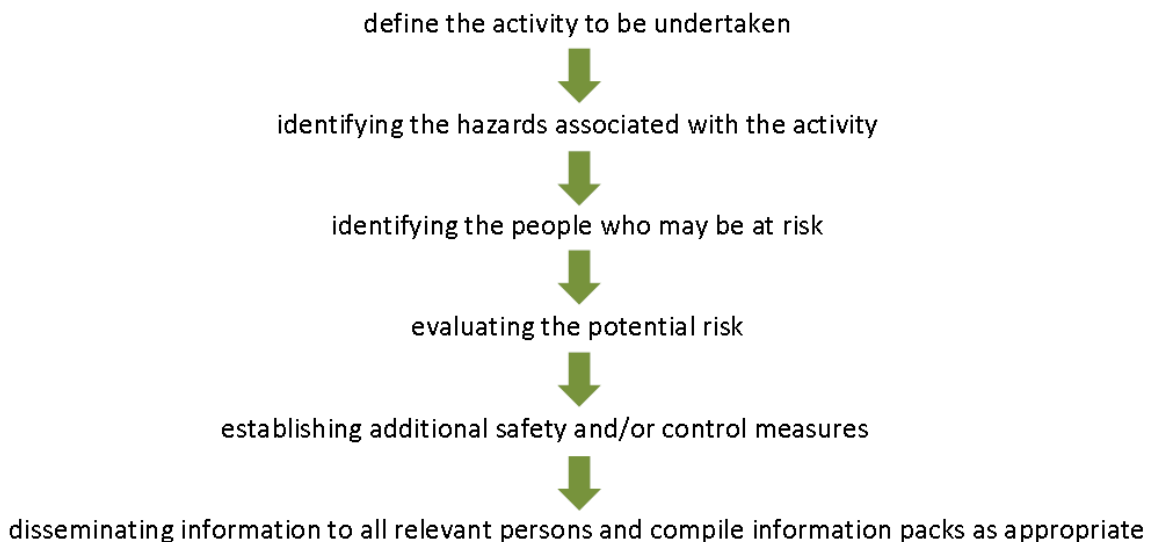


- What are educational objectives?
  - What is the nature of the visit?
  - Target group identified?
- 
- Does the venue/activity meet the educational objectives of the visit?
  - Is the age profile of the pupils suitable for chosen venue/activity?
  - What is the competence, experience of staff?
  - 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?

## 2. RISK ASSESSMENTS

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

**Risk Assessment comprises the following steps:**



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.

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.

When undertaking risk assessment, a number of variables need to be taken into account:

- The number of pupils involved.
- The age of the pupils, their sex, ability, and general behaviour.
- Any previous experience of the group undertaking off-site visits.
- The time of day and time of year.



- Travel arrangements – level of supervision on coaches, responsibility for checking seatbelts
  - Any hazards at the site being visited.
  - The numbers, experience and quality of accompanying staff and volunteers
  - The nature of the activities
  - The special educational or medical needs of the pupils
  - The quality and suitability of available equipment
  - Seasonal weather conditions
  - Emergency procedures
  - What to do if a pupil becomes unable or unwilling to carry on
  - The need to monitor the risks throughout the visit
  - Safety of pupils at dropping off points
  - Safety when crossing roads
1. A school risk assessment form is to be completed for residential visits by the group leader and presented to the Board of Governors and the Principal.
  2. For day trips the school risk assessment guidelines need to be followed.

***A copy of both these forms are contained within the Appendix.***

A post visit and/or incident review should be completed by the teacher if deemed necessary.

### **3. SUPERVISION AND STAFF RATIOS**

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

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

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

Risk assessment may include the assessment of individual pupils, particularly those with behavioural considerations in receipt of a medical care plan. This will have a

direct influence on supervision ratios. The key factors which should be taken into consideration in the establishment of appropriate ratios are as follows:

- nature and location of activities to be undertaken;
- age and ability of the group;
- pupils with special educational and/or medical needs;
- day visit or overnight stay;
- mixed or single gender group;
- experience of supervisory staff in off-site supervision;
- duration and nature of the journey type of any accommodation;
- competence of supervisory staff, both general and in relation to specific learning activities;
- requirements of the organisation/ location to be visited;
- competence and behaviour of the pupils;
- prevailing weather conditions and time of year;
- duration and location of planned activities;
- first aid cover.

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.

### **Ratios – Suggested Starting Points**

	AGE GROUP	RATIOS
PRE-SCHOOL	Nursery	one adult for up to a maximum of six young people
	Foundation Stage (P1/P2)	one adult for up to a maximum of ten young people
PRIMARY	Key Stages 1 and 2 (P3-P7)	one adult for up to a maximum of fifteen young people

When deciding upon appropriate staffing levels it is important to ensure that:

- ✓ Parents have signed consent forms.
- ✓ Arrangements have been made for the medical and special needs of the pupils.
- ✓ Adequate First Aid provision will be in place.
- ✓ The mode of transport is appropriate.
- ✓ There is adequate and relevant travel insurance.
- ✓ The address and phone numbers of the visit/venue and a contact name has been left in school.
- ✓ The group leader, helpers and the school have a copy of the names of people on the trip (and their next of kin for residential visits)
- ✓ There is a contingency plan for any delays, including a late return home.

- ✓ The group leader and helpers are aware of the agreed emergency procedures.
- ✓ All adults should ensure that they are not alone with a pupil whenever possible.
- ✓ All adults on a visit should clearly understand their roles and responsibilities at all times.

## Head Counts

Whatever the length of the visit, regular head counts should be taken of the children, particularly before leaving any venue.

The group leader should carry a list of the pupils and adults involved in the visit.

The group leader should identify rendezvous points and tell pupils what to do if they get separated from the group.

## 4. TEACHER CHECKLIST

It is important to ensure that:

- There is a clear educational benefit/purpose for the trip
- Training needs have been assessed and the needs of the staff and pupils have been considered
- Children's safety is always considered as the primary objective and that teachers act in 'loco parentis'
- The group leader has experience in supervising the age groups on the visit and will organise the group effectively
- The group leader, or another teacher, is suitably competent to instruct the activity
- The group leader must seek approval from the Principal for a school trip
- All staff must adhere to **Codes of Conduct** relating to smoking, alcohol and illegal drugs or solvents at residential centres
- Risk assessment procedures must be followed carefully and consulted before attending the trip

## 5. DUTIES AND RESPONSIBILITIES

The Board of Governors must ensure that:

- The visit has a specific and stated educational purpose
- Appropriate systems and procedures are in place
- The trip complies with current regulations and guidelines
- Permission by the Principal has been given

The Principal must ensure that:

- Visits comply with regulations and guidelines provided
- The group leader has followed the school guidelines when organising the trip
- Arrangements have been made for medical and/or special educational needs issues
- Adequate insurance has been identified (The Education Authority will cover the legal liability of controlled and maintained schools in respect of personal injury claims.)
- Parents have been fully informed and have given written consent
- All adults on the trip are suitable in terms of qualifications and training

All staff & volunteers must:

- Adhere to the school's accepted Code of Conduct for Staff & Volunteers
- Conduct themselves in a manner compatible with their own safety and the safety and well-being of the pupils
- Inform the group leader if they are unsure of their ability to perform any supervisory function requested of them
- Recognise their responsibilities and act within those boundaries at all times
- Report to the leader any concerns they may have regarding pupil behaviour and well being during the visit
- **Consult the risk assessment pro forma during the planning of the trip as appropriate.**

## **Responsibility of Nominated Group Leader**

- Obtain the Principal's and Board of Governors approval before any off-site visit
- Follow EA & Department of Education guidelines
- Ensure the visit complies with the requirements of the Educational Visits, Best Practice May 2021 document
- Clearly define the role of each helper and ensure all tasks have been assigned
- Be suitably competent to instruct pupils in an activity and be familiar with the location/centre where the activity takes place
- Be aware of child protection issues
- Ensure adequate First Aid provision is in place
- Undertake & complete the planning & preparation of the visit including the briefing of staff, pupils and parents
- Have the address and phone number of the venue to be visited and a contact name
- Undertake and complete a comprehensive Risk Assessment
- Review regularly undertaken visits and advise the Principal where adjustments may be necessary
- Ensure that teachers and helpers are fully aware of what the proposed visit entails
- Have adequate information on the pupils to assess their suitability for the proposed activities
- Ensure staff/pupil ratio is appropriate for the group
- Consider stopping the visit/activities if the risk to the health or safety of the pupils is unacceptable and have contingency plans in place for such an emergency
- Ensure all helpers have details of the school contact and are aware of emergency procedures
- Ensure all helpers have details of the medical or special needs of the pupils
- Ensure the permission forms and emergency contact details are brought on the trip
- Arrange to meet the parents or fully brief them regarding information pertaining to the efficient running of the trip (usually residential trips only)

## **Teachers**

Teachers on school visits must do their best to ensure the health and safety of everyone in the group and act as any responsible parent would in the same circumstances.

They should:

- Follow the instructions of the group leader
- Help with supervision and positive discipline measures.
- Notify the group leader if they think the risk to health and safety of the pupils in their charge is too great

## **Non-teacher Adults**

Non-teacher adults on the visit should be clear about their roles and responsibilities during the visit.

They should:

- Adhere to the school's accepted Code of Conduct for Staff & Volunteers
- Do their best to ensure the health and safety of everyone in the group
- Not be left in sole charge of pupils except where it has been previously agreed as part of the risk assessment
- Follow the instructions of the group leader and teacher supervisor
- Help with supervision and positive discipline
- Speak to the group leader or teachers if concerned about the health and safety of the pupils at any time

## **Vetting and Barring Provision**

Adult volunteers who assist with educational visits will only work under supervision. In these instances, volunteers are not working in a 'regulated activity' and therefore school is not required to obtain an Enhanced Disclosure Certificate. As a school we are entitled to request an Enhanced Disclosure Certificate if we wish, but we are not entitled to check against the barred list.

In line with our existing good practice procedures, all volunteers should be made known to Mr C Hyndman. (Designated Teacher) All relevant details will be recorded and retained in school.

For 'Residential Trips' our normal practice is to use employed members of staff. However, in the event of using outside volunteers, we would seek an Enhanced Disclosure Certificate.

## **Pupils**

The group leader should make it clear to pupils that they must:

- Be aware of and respect the agreed Code of Conduct
- Not take unnecessary risks
- Follow the instructions of the leader and other helpers including those at the venue
- Dress and behave sensibly and responsibly
- Respect the property of others
- Be sensitive to local codes, customs and the environment
- Be aware of anything that might threaten themselves or anyone in the group and tell the leader or helpers about it
- Cross the road only when authorised to do so

Pupil behaviour needs to be monitored prior to commencement of the trip to help identify any potential problems. School policy on the positive behaviour management must be followed.

### **Debarment from After-School provision and/or Educational Visits**

Harmony Hill Primary School requires children to agree to a specific code of conduct related to after-school provision and educational visits. This code is intended to ensure that all children can benefit from, and enjoy, such activities and that they can do so safely. Children are reminded that they are ambassadors for their school whenever they are taking part in such activities.

The school believes that, because the learning environment can be less formally structured during after-school provision or on an educational visit children need to have demonstrated consistently acceptable standards of behaviour in school if they are to participate.

Children whose behaviour gives cause for concern will be reminded that they may not be permitted to participate in such activities. Parents will be informed in advance if such a sanction has to be applied.

[Positive Behaviour & Assertive Discipline Policy]

### **Parents**

Parents should be able to make an informed decision on whether their child will go on a visit. The group leader should ensure that parents are given sufficient information in writing and are invited to any briefing sessions. Parents should help prepare their child for the visit.

Parents should be asked to agree to the arrangements for sending a pupil home early.

Parents need to:

- Provide the leader with emergency contact numbers
- Sign the consent form
- Give the group leader information about their child's emotional, psychological and physical health, which might be relevant to the visit

## **6. RECORDS AND COMMUNICATIONS**

Reports of any accidents or incidents should be kept on file.

Parents must always be made aware when their children are leaving the school premises.

Parents may exercise their right not to allow their children to take part in a visit. Under these circumstances the school must make alternative arrangements to ensure that any Northern Ireland Curriculum work that was being developed during the visit is made available to the pupil in school. The refusal of the parent to allow the pupil to go on the visit does not offer the opportunity for the child to be kept off school.

## **7. FIRST AID/CARE PLANS**

A first aid kit should be taken on every visit along with the permission forms and emergency contact details. Qualified first aiders will accompany all residential visits where possible.

All first aid kits should be obtained from Mrs McKee, who will have ensured the contents are appropriate.

The Board of Governors and staff of Harmony Hill Primary School wish to ensure that pupils with medication needs receive appropriate care and support at school.

The Principal will accept responsibility, in principle, for members of the school staff giving or supervising pupils taking prescribed medication during the school day **where those members of staff have agreed to do so.**

**There is no legal duty that requires school staff to administer medication. This is a voluntary role.**

**Please note that parents should keep their children at home if acutely unwell or if they have infections. The PHA guidance is circulated via email at the start of every academic year. A copy is attached to this policy.**



- Parents are responsible for providing the School with comprehensive information regarding the pupil's medical condition and medication. This should be provided on the annual Data Collection Form and if regular medication is required, a completed **Form 1** should also be supplied. [Administration of Medicines & Management of Care Plans / Allergies Policy].
- Prescribed medication will not be accepted in school without completed and signed forms including instructions from the parent.
- Staff will not give a non-prescribed medicine to a child, except for exceptional circumstances. In the event of regular non-prescribed medication i.e. anti-histamines for hay fever in summer, a supply can be stored in school and self-administered in the presence of a parent, or as agreed by the appropriate adult. Paperwork **MUST** be in place
- Only reasonable quantities of medication should be supplied to the school at any one time.
- Where the pupil travels on school transport with an escort, parents should ensure the escort has written instructions relating to any medication sent with the pupil, including medication for administration during respite care.
- Each item of medication must be delivered to the Principal or a teacher, in normal circumstances by the parent, **in a secure and labelled container as originally dispensed.** Each item of medication must be clearly labelled with the following information:
  - Pupil's Name.
  - Name of medication.
  - Dosage.
  - Frequency of administration.
  - Date of dispensing.
  - Storage requirements.
  - Expiry date.

[Administration of Medicines & Management of Care Plans / Allergies Policy].

## 8. FEES/ADMISSION CHARGES

It is the policy of Harmony Hill Primary School to ask for contributions towards the cost of the activity and the corresponding transport. This cost will be kept to a minimum.

## 9. EMERGENCY PROCEDURES

Teachers in charge of visits have a duty of care to make sure that their pupils are safe and healthy. They should not hesitate to act in an emergency and to take lifesaving action in an extreme situation.

If an accident happens, the priorities are to:

- ✓ Assess the situation
- ✓ Safeguard the uninjured members of the group
- ✓ Attend to the casualty
- ✓ Inform the emergency services
- ✓ Inform the Principal at school or home. Contact EA if necessary on 02890566200
- ✓ Ensure that a teacher accompanies any casualties to hospital if necessary and the rest of the group is supervised
- ✓ Notify the police if needed
- ✓ Ascertain telephone numbers for any future calls
- ✓ Write down accurately all relevant facts and witness details and preserve all vital evidence
- ✓ Keep a written account of all events, times and contacts after the incident
- ✓ Complete an accident report form as soon as possible
- ✓ Ensure that no one in the group speaks to the media and no names are given
- ✓ Ensure that no one in the group discusses any legal liability with other parties.

In an emergency, the group leader would usually take control of the situation.

## 10. RESIDENTIAL VISITS

- The leader should obtain a floor plan of the rooms reserved for the group's use.
- There should, where possible, be at least 1 teacher of each sex for mixed groups.
- There must be separate male and female sleeping/bathroom facilities for pupils and adults.
- The whole group should be aware of the lay out of the accommodation, its fire precautions/exits, its regulations and routines.
- Appropriate access to rooms for teachers should be available at all times.
- There should be adequate space for storing clothes, luggage and equipment.
- There should be appropriate lighting.
- There should be provision for children with special needs and for those who fall sick.
- Windows should be secure & electrical connections safe.
- The fire alarm must be audible throughout the whole accommodation.
- There should be an appropriate number of supervisors on duty.
- As soon as possible after arrival a fire drill should take place.



### Appendix 1: Proposal of Annual Education Visits

Date Requested	Approval	Venue	Activity	Year Group(s)	No. of Pupils	Category 1-5 (see pg3)

**Initial Approval**

*Signed principal/vice-principal*

/

*Date:*

**Initial Approval**

*Signed chair of governors*

/

*Date:*

## Appendix 2 - Educational Visit Checklist for SLT

Trip Description	Year Group	Approval	Permission (Parents)	Code of Conduct	Teacher Checklist	Risk Assessment			Post Visit Review	Incident report (If relevant)	Signed Off
						HH	External	Individual			
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

\*\*Anything in orange must be saved on TEAMS in the **Educational Visits** Channel

### Appendix 3: Educational Visit Incident Record Form

Name of group leader			
Date, Time and Location of Incident			
Name and address(es) of witness(es)			
(a)		(b)	
Please state in your own words what happened including details of names and status of those involved			
Describe what action was taken (e.g. details of First-Aid, police or medical involvement)			
Signed		Date	
<p style="text-align: center;">The information on this form is requested for the purpose of organising an educational visit. The information is covered by the provisions of the Data Protection Act, 2018. Your signature to the form is deemed to be an authorisation by you to allow the school to process and retain the information for the purpose(s) stated.</p>			

## Appendix 4: TEACHER CHECKLIST

*Submitted by Vice-Principal after submission of Approval form by Group Leader*

Date of Visit: \_\_\_\_\_

Venue: \_\_\_\_\_

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

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



vii	<p>Leaders are made fully aware:</p> <ul style="list-style-type: none"> <li>• their roles and responsibilities</li> <li>• the standard of conduct required of them during the visits</li> </ul>			
viii.	Young people and parents/guardians have been informed/briefed and understand the implications of their participation in the visit.			
ix.	Parents/guardians have given their written consent to the young people participating in the educational visit.			
x.	All relevant information (medical, dietary and contact details) pertaining to the young people participating in educational visit(s) has been obtained, recorded and appropriate action taken where necessary			
xi.	The transport arrangements for the group are appropriate for the nature / type of journey(s) planned.			
xii.	Adequate insurance is in place to cover all aspects of the educational visit including transport.			
xiii.	<p>Where a residential visit is planned, the overnight accommodation has been assessed as appropriate in terms of:</p> <ul style="list-style-type: none"> <li>• its suitability for the group</li> <li>• its compatibility with the objectives of the visit</li> </ul>			
xiv.	<p>Where the educational visit involves outdoor or adventurous activities, the Vice-Principal and Principal are satisfied that:</p> <ul style="list-style-type: none"> <li>• appropriate management structures and systems are in place in relation to child protection / health and safety</li> <li>• staff are competent to provide the activities</li> <li>• all relevant checks have been undertaken to ensure the above are in place</li> </ul>			

## **Appendix 5: EDUCATIONAL VISITS: CODE OF CONDUCT**

Dear Parent/Guardian,

As a school we value the role of educational visits and regard them as an important part of school life. To enable pupils and staff to gain a full and enjoyable educational visit it is essential that the school's guidelines and policies be adhered to. Please read the four statements below with your son/daughter, to ensure they are aware of our expectations.

It is expected that a pupil of **Harmony Hill PS** will show **RESPECT** at all times by having:

### **Respect for him/herself:**

- You should dress appropriately. Day visits, unless specified, should be in full school uniform.
- Take responsibility for your actions.
- Take responsibility for your property.

### **Respect for others:**

- Behave sensibly and responsibly with courtesy and consideration given to others at all times.
- Respect the property of others.
- Ensure that you bring with you the necessary books and equipment recommended by your Group Leader (if required)

### **Respect for the environment:**

- Keep clean and tidy any facilities you use whilst on a school visit, including travelling.
- Be sensitive to local codes, customs and the local environment.

### **Respect for Health and Safety:**

- Act in accordance with the school's code of conduct at all times.
- Avoid taking risks.
- Follow the instructions of the Group Leader (*this includes any leaders/instructors at the venue of the visit*). **Do not** under any circumstances leave the supervised venue until authorised to do so by the Group Leader or a member of the supervisory staff.
- Look out for anything that might hurt or threaten you or anyone in the group and tell the Group Leader of your concerns

## **Appendix 6: 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.



## Appendix 8 Post Visit Review Form

<b>Group Leader</b>			
<b>Visit to</b>			
<b>Dates</b> → From		To	
Please comment on the following:			
<b>Issue</b>		<b>Response</b>	
<i>Was the venue suitable?</i>			
<i>Was the accommodation / food / equipment of a suitable standard?</i>			
<i>Were the venue staff competent?</i>			
<i>Were the travel arrangements appropriate?</i>			
<i>Were the educational objectives met?</i>			
<i>Was the content of programme relevant to the group?</i>			
<i>Were the young people effectively briefed prior to the visit?</i>			
<i>Were agreed procedures followed by all in a supervisory capacity?</i>			
<i>Are there any specific issues which need to be addressed as a result of this visit?</i>			
<b>Other comments</b>			
<b>Signed group leader</b>		<b>Date</b>	
The information on this form is requested for the purpose of organising an educational visit. The information is covered by the provisions of the Data Protection Act, 2018. Your signature to the form is deemed to be an authorization by you to allow the school to process and retain the information for the purpose(s) stated.			