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## MAGHERAFELT LEARNING PARTNERSHIP

### EDUCATIONAL VISITS POLICY

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## St. Pius X College

#### ADDITIONAL POINTS

- Educational Visits Best Practice 2009 has detailed advice.
- PUPIL TEACHER RATIO = Depends on type of trip.
  1. Activity based – Consult the Activities governing body for advice.
  2. Travel Company will advise a ratio.
  3. Mixed party = Mixed supervision.
- INSURANCE = Contact CCMS for advice.
- Pupils with allergies– Please be aware of pupils have an allergic reaction and have someone on trip who has EPI Pen training

**Adopted January 2012**

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SCHOOLS

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 The logo for Magherafelt High School features a stylized yellow and black figure holding up a tall, pointed tower, flanked by two yellow banners.	Magherafelt High School
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 The logo for Rainey Endowed is a heraldic crest with two grey lions on either side of a shield. The shield is divided into red and blue sections with a white cross. Below the shield is a banner with the Latin motto 'SAL SAPIT OMNIA' and the year '1713'.	Rainey Endowed
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 The logo for Sperrin College consists of three interlocking loops in blue, yellow, and light blue. <p data-bbox="370 1169 577 1205"><b>Sperrin College</b></p>	Sperrin Integrated
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<p data-bbox="309 1339 641 1415"><b>St. Mary's</b> Grammar School, Magherafelt.</p>  The logo for St. Mary's Grammar School is a shield-shaped crest with a blue border, a red cross, and a white flower in the center. Above the shield is a banner with the motto 'ALMA MATER'.	St. Mary's Grammar School
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 The logo for St. Pius X College is a circular emblem with a blue border. Inside, there is a shield with a red cross and a white flower. The text 'St. Pius X College' is written in a curve above the shield, and the motto 'In omnia seculis, deus regnat et imperat' is written in a curve below it.	St Pius X College
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## **CONSULTATION**

Each school has consulted with:

- staff
- parents/guardians
- pupils
- partner schools, businesses, organisations and suppliers

in the formulation of this policy.

## **ADOPTION**

- Each Senior Leadership Team reviewed the policy in June 2011.
- Each Board of Governors formally adopted the policy in September 2011.

## **REVIEW**

This policy will be reviewed annually in Term 3 by the Vice Principals of the Magherafelt Learning Partnership

## **INTRODUCTION**

Educational visits are recognised to be a valuable part of school life. They enhance the curriculum for the pupils taking part, they allow educational knowledge to be developed by placing in context the work undertaken in class and the application of this knowledge in the wider world and they help to develop the understanding and self-confidence of the young people involved. It is also recognised that educational visits outside school pose concerns with regard to the safety of the individuals involved and the opportunity for difficulties to arise. It is in the light of these two points that this document aims to set out the agreed procedures for organising and conducting educational visits by members of the Magherafelt Learning Community, to ensure maximum benefit for the pupils concerned whilst minimising the risks associated with such activities.

## **RATIONALE**

Each school in the Magherafelt Learning Partnership encourages pupils to participate in educational visits but it recognises that such visits need to be of educational benefit to the pupils concerned, well organised and planned, carried out in an appropriate and acceptable manner, with accepted school practices adhered to at all times, and appropriately supervised to ensure the safety and well-being of the entire party undertaking the visit. This Educational Visits Policy seeks to detail the main steps involved in planning an educational visit, to outline how to deal with the issue of risk and its assessment as part of the planning process, the conduct of the visit itself, how to deal with emergencies while on an educational visit and the reporting of issues or concerns once the visit has been completed. This policy is compatible with all other policies agreed by the Magherafelt Learning Partnership and takes account of DENI guidance as outlined in the Best Practice (2009) document.

## **AIMS**

The aims of this policy are to:

- outline the stages involved in planning an educational visit;
- detail the information which should be sent to parents and the need for their permission before pupils go on a visit;
- detail the information that must be available in each school in advance of pupils leaving the school grounds;
- outline the expected behaviours and supervisory arrangements which are needed to conduct a safe visit;
- list the emergency procedures which should be followed if an incident occurs during a visit;
- outline the reporting procedures which should be followed following an incident occurring on a school visit;
- detail the responsibilities of those involved in organising and conducting the visit.

## **LEGAL CONTEXT**

The legal framework to protect children from harm is provided, primarily, by the Children (NI) Order 1995. Thus, the following principles must be borne in mind by staff organising educational visits and by Boards of Governors sanctioning such visits:

- the pupil's welfare, which overrides all considerations, must always be paramount;
- the pupils have the fundamental right to be protected from harm; and
- special consideration must be given to pupils who have special educational needs, as they may be particularly vulnerable.

Under common law, children are legally entitled to receive special care and attention in terms of welfare and safety by those in whose charge they are placed. The 'duty of care', which is discharged daily by teachers and others who have a supervisory role in schools, applies to those activities which take place outside the school. It is incumbent on teachers and those with supervisory responsibilities, to act reasonably in all circumstances so that the personal safety and well-being of those in their care are not jeopardised during a visit.

## ROLES AND RESPONSIBILITIES

The successful planning and implementation of an educational visit requires a contribution from a number of key personnel.

### **Principal**

The Principal of the school organising the visit is the person with the ultimate responsibility for any educational visits and so his/her approval must be obtained before any visit takes place.

### **Board of Governors**

The Board of Governors in each of the schools within the Magherafelt Learning Partnership will ensure that best practice procedures will operate with regard to safeguarding the welfare of each school's registered pupils during educational visits. In pursuance of this the Boards of Governors and their Principals will:

- ensure that their school applies this MLP policy, or an adapted version of their own, to all educational visits
- ensure that educational visits have specific educational objectives
- satisfy themselves that a risk assessment has been carried out
- ensure that appropriate safety measures are in place
- ensure that the teacher-in-charge can demonstrate how their proposal complies with the school's policies in relation to educational visits and health and safety
- be assured that all adults involved in the visit/residential are child protection vetted
- be assured that the ratio of supervisors to pupils is appropriate for the needs of the group
- insist that they are informed about less routine visits or residential activities well in advance of them happening
- contribute to the establishment of an acceptable code of conduct for both teachers/supervisors-in-charge, and pupils

### **The Organiser of the Educational Visit:**

- has overall responsibility for co-ordinating the visits
- should liaise with the Principal and the MLP co-ordinator in his/her own school concerning the details and the co-ordination of the arrangements for the visit.
- should ensure that, if pupils from another MLP school are involved, full details of the trip, including any costs and risk assessments, are agreed with the principal of the other school and that his/her written approval is obtained in advance. This information should be conveyed via the MLP coordinating teachers in each of the participating schools.
- should provide or organise relevant staff training

### **The Organiser of the Educational Visit should be satisfied that:**

- there is an acceptable code of conduct
- the visit complies with the requirements of school policy
- a competent group leader is selected
- child protection procedures are adhered to in the planning process
- all necessary arrangements have been completed
- all relevant checks have been undertaken if an external provider is to be used
- voluntary supervisors on the visit are appropriate people to supervise pupils
- the ratio of staff to pupils is appropriate
- there is adequate insurance cover
- there are emergency procedures in event of an emergency
- all aspects of school policy are being followed
- payment and budget procedures are in place

### **The Group Leader should:**

- obtain permission for the visit from the Principal as early as possible to enable forward planning to take place
- follow guidelines as determined by school (in line with Key Stakeholders Group)
- have written parental consent for **all** visits
- ensure there is meticulous planning in place to include a risk assessment of all activities, medical information and emergency contact numbers is available
- check adequate insurance is in place
- ensure all parties involved in the visit are aware of their roles and supervision of pupils is adequate

- be aware of the school's Child Protection Policy and ensure all volunteers are vetted
- have an emergency/ contingency plans in place
- Have experience in supervising the age groups involved and expertise in the activities of the visit
- complete and provide a copy of the relevant documentation including a detailed itinerary, list of pupils, contact numbers, parental consent and passport details
- ensure pupils do not smoke, drink alcohol or use illegal drugs and staff do not do so in the presence of pupils
- ensure all travel guidelines are followed.

### **Accompanying Staff**

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

Accompanying staff must do their best to ensure the Health and Safety of everyone in the group and act as any reasonable parent would do in the same circumstances.

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 and Safety of the group members in their charge is unacceptable.

### **Volunteer Supervisors**

To satisfy staffing ratios, it may be necessary to involve persons other than staff members as volunteer supervisors, for example, 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.

Volunteer supervisors should:

- Do their best 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 and other accompanying staff and help with control and discipline.
- Speak to the Group Leader or accompanying staff if concerned about the Health and Safety of the pupils at any time during the visit.
- Endeavour to ensure that the established Code of Conduct is adhered to.

### **Central Contact back at School**

Dealing with unexpected situations can be aided by a central figure, who will act as the Contact Person for both the group and the participant's families. This should be a responsible adult directly linked to the school who is fully briefed on the details of the visit – normally the Principal or Vice Principal, Pastoral Care.

Central Contact should:

- Retain details of the visit address, contact personnel and telephone number and mobile number if appropriate.
- Retain a copy of the contact details of all the participants' parents/guardians/next of kin.
- Retain a copy of the contact details of the Principal.
- Be fully briefed and aware of his/her responsibilities including the action to take in the event of a serious incident.

### **Parents/ guardians**

Parents/guardians should:

- be informed of all out of college visits and their consent sought for specific occasions or through a generic approach if there is a series of visits
- where visits involve the whole day, overnight stays and/or hazardous activities, parents/guardians must be given full details
- be asked to supply appropriate information to the group Leader regarding:

- **health considerations**
- **medications (including written consent to oversee their administration)**
- **special needs**
- **parental/ guardian consent**

- be advised that where behaviour is causing disruption or danger to their child or the group, they will be contacted to bring the child home. They should also be advised that any additional expense incurred in having pupils sent home because of inappropriate behaviour must be borne by themselves
- be informed that it is inadvisable for pupils to bring valuable items on a school visit. If they do, they must accept full responsibility for their care and safekeeping. The college cannot accept responsibility for loss or damage to such items
- assume full responsibility for their child once the visit is completed and pupils have returned to college. They must ensure their child is collected at school if outside college hours.

## **Pupils**

The Group Leader should when briefing the pupils make it clear that they too have important responsibilities.

The pupils should:

- Act in accordance with the established Code of Conduct at all times.
- Avoid taking unnecessary risks.
- Follow the instructions of the Group Leader and leaders including those at the venue of the visit.
- Dress and behave sensibly and responsibly.
- Respect the property of others.
- Be sensitive to local codes, customs and the environment.
- Look out for anything that might hurt or threaten themselves or anyone in the group and tell a leader of their concern.

Where appropriate pupils should be fully involved in the planning process. Any pupils whose behaviour within college may be deemed inappropriate or who may be considered to be a danger to themselves or to the group may be refused permission to participate on the visit.

# CODE OF CONDUCT

## Code of Conduct General Principles:

- In advance of an educational visit, accompanying staff, volunteer supervisors, parents and pupils should all be fully aware of the code, including possible sanctions. All pupils and their parents participating in an educational visit must agree to the Code of Conduct and pupils must adhere to it at all times.
- The code aims to ensure that respect for the individual is maintained at all times and that neither peers nor others expose the pupils to risk of physical, sexual or emotional abuse or harassment.
- 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. Therefore as far as possible the leaders and pupils should be subject to the same Code of Conduct.
- While on a residential, leaders remain responsible for the conduct and safety of pupils 24 hours a day. This should be taken into consideration when deciding on appropriate behaviour, practice and supervisory arrangements.

## Code of Conduct on Educational Visits

- Pupils are expected to adhere to completion of all tasks assigned to them by their Supervisors.
- Pupils are expected to display exemplary manners at all times.
- Pupils are expected to be well behaved and adhere to the Code of Conduct. (Normal school sanctions will apply – including Anti Bullying Policy).
- Foul, abusive sexual or sectarian language will not be tolerated.
- If school uniform/PE kit are required to be worn pupils must adhere to the College's Uniform Code. When non-uniform items are worn then clothing must be appropriate for the activity undertaken.
- Smoking is prohibited on any educational visit. Cigarettes are not permitted to be purchased for gifts on educational visits.
- Alcohol must not be consumed or purchased for gifts on any educational visit.
- Use of illegal drugs or mind altering substances are not permitted.
- Pupils are not permitted to bring on educational visits or purchase as gifts any offensive weapon or any item that could be used as a weapon. This includes pen knives, laser pens etc. (Exception to this is pupils on Duke of Edinburgh excursions who have completed a Parental Consent Form),
- Pupils are not permitted to carry any medication other than an inhaler. (Pupils who require medicines must have parental consent – The Teacher in Charge will hold and administer medications as stated on the forms). It is not school policy to administer any painkillers – So don't ask.
- Appropriate relationships and conduct must be adhered to at all times. Contact of a sexual nature will not be tolerated.
- Pupils of different genders are NOT permitted in each others bedrooms at any time day or night during the visit. Gender differentiated rooms and where possible floors will be provided.
- Pupils' behaviour and relationships with others they come into contact with must reflect the high standards of behaviour and conduct expected by the school.
- Pupils must adhere to at all times curfews and deadlines. (This includes meeting times, activities and meal time arrangements). Pupils need to be mindful of differences in European time zones.
- Pupils are expected to take responsibility for their personal belongings. Expensive items or items of value should not be brought on educational visits. (See list of permitted items). The school is not liable for lost, damaged or stolen property.
- Pupils must respect the right to privacy. (This includes use of camera phones/filming equipment.) Any breach of this will be deemed as a serious misdemeanour.

# PROCEDURES

## 1. Planning an Educational Visit

All visits outside the school must be authorised by the principal of the school hosting the pupils involved in the visit and by the principal(s) of the schools whose pupils are also participating. No trip should be organised without prior approval and at least 10 working days notice must be given before a trip takes place. Applications to the Principal for such visits should be made on the form Application for an Educational Visit Outside School, a copy of which is included in this policy as **Appendix 1** (N.B. It is acceptable to forward a photocopy of this form to the principals of the other MLP schools involved in the visit, for their signature and approval, via the MLP coordinating teachers. All copies of this approval form should be held by the school hosting the trip.)

## 2. Following Approval of a School Trip

Contact should be made with the MLP co-ordinating teachers for each of the schools whose pupils are participating on the trip, to ensure that the date and arrangements are agreeable to all the schools involved. This should be done as early in the planning stage as possible.

A letter should be drafted to inform parents about the trip. The letter should include details of:

- The nature of the trip
- The reasons for the trip
- The duration of the trip
- The location of the trip
- Any special arrangements for clothing, footwear etc
- Any special arrangements for pupils in relation to lunches etc
- Any costs associated with the trip
- Any perceived hazards associated with the trip

If the trip involves travel to a destination outside Northern Ireland then parents should be reminded to check with their GP that their child has received all vaccinations recommended as being necessary for the area being visited. Recent letters from the Department of Health to schools reinforce this view, even for visits to European countries, noting that children travelling on school trips should be vaccinated against diseases such as measles etc due to recent epidemics within the EU. It is our responsibility as trip leaders to point this out to parents and encourage them to seek proper medical advice but it is ultimately the responsibility of each child's parents to decide what is best for their son/daughter.

**NB It is the responsibility of each pupil's parents to ensure that their child is medically fit to participate in all of the activities associated with any school trip and to ensure that any medical information is passed to the staff involved in organising the trip, if it is pertinent to their child's ability to participate in some or all of the intended trip activities.**

The letter should include a reply section for parents to indicate that they approve of their son/daughter participating on the trip. The reply sections should be returned to and retained by the teacher organising the trip.

If pupils are leaving on a trip before the normal school starting time, or arriving back after the normal school finishing time, then details of the times that pupils need to be at the school/collected from the school should also be included in the letter.

Once a trip has been approved appropriate arrangements should be made to organise the practical processes associated with the trip e.g. booking transport etc..

Pupils entitled to a free school meal at lunchtime will be provided with a packed lunch by the Dining Hall staff in their home school. Such arrangements should be discussed with the dining hall managers in each school and the lunches made available on the day of the trip.

Staff should be identified and approached to go on the trip. A minimum pupil: staff/adult ratio of 10:1 is acceptable for a school trip. If teachers from a number of schools are involved in going on the trip then it is vital that adequate notice is given for cover arrangements to be made.

If additional helpers/volunteers are used to help with the visit, or to supervise pupils during the course of the trip, then it is essential that, in line with each school's Child Protection Procedures, these individuals have had a full disclosure check carried out before they go on the visit.

**Appendix 2** provides a checklist for ensuring that school visits are planned in accordance with the appropriate procedures for the organisation of an educational visit. A copy of this checklist should be completed, signed and dated in advance of the trip leaving and the copy attached to the approved application form.

### 3. Charging for School Trips

Any charges associated with such trips out of school should be outlined on the initial letter and, as far as possible, all costs connected with the trip should be communicated to parents at the earliest opportunity.

The Teacher-in-Charge should ensure that letters state that all deposits/charges once paid are non-refundable, if this is the case, and particularly if a travel company is involved in the organisation of the trip.

Money collected from pupils should be recorded accurately and in full.

All trips should be self-financing unless it has been agreed with the MLP that some of the costs involved will be funded either by the individual schools or through the partnership.

### 4. On the Day of Trip

A full and complete list of all pupils who leave the schools on the day of the trip must be left with the host school office before pupils leave the school.

Contact arrangements for the group should also be left in the host school's office e.g. a mobile telephone contact for the teacher(s) involved.

Appropriate arrangement must be made to ensure that pupils going on the trip are recorded as being present in their own school. Ideally pupils should attend registration in their own school before the trip departs. If this is not possible then the host school's office should contact the school offices of the other schools with participating pupils, so that registers can be marked to show the children present but on the trip.

Pupils requiring medication should have the necessary materials with them on the trip (medical conditions should be noted in advance using the medical record information held by each school) Particular note should be made of the arrangements for pupils suffering from serious conditions such as diabetes and allergy requiring the use of an Epi-pen. Staff must ensure that any essential medications held by the school eg Epi-pens etc are collected from the school before the pupils go on the trip, or that individual pupils have appropriate amounts of the necessary medications eg 2 Epi-pens with them before the trip leaves school premises. It is also essential that staff going on the trip have either been trained in administering the medications or have familiarised themselves with the protocols involved in dealing with a potentially life threatening medical condition.

Packed lunches (if ordered) should be collected from the Dining Hall before leaving. Any particular dietary concerns of pupils should be addressed in advance of the trip.

All school trips should be conducted in-line with the outlined Code of Conduct and any breaches of this code will result in pupils being disciplined as they would be if still in school.

Staff should ensure that pupils are supervised at all times and in an appropriate manner when on a school visit and that no pupil puts himself or others in a situation where he/she or others may be harmed. Staff have a duty of care for the safety of all pupils on the trip.

School trips are conducted in-line with normal school procedures and disciplinary policies. **Appendix 3a** details the conditions set for out of school activities. A copy of this document should

be given to the pupils involved in the trip and/or issued to parents to remind them of these conditions before going on a trip. **Appendix 3b** outlines the responsibilities of the young people on the trip and a copy should be given and discussed with all the young people involved.

## RISK ASSESSMENT

It is important that any risks associated with an educational visit are identified and minimised as far as possible. If the visit is being organised through a commercial/professional organisation, then you should discuss with them the risks associated with any activities which are part of the trip and ensure that appropriate risk assessments have been carried out. **Appendix 5** outlines details of how risk should be considered and assessed and should be applied if any hazardous activities are to be undertaken as part of the trip.

**Appendix 6** provides some details on briefing points for leaders, young people and parents and should be considered in advance of the trip taking place.

### **If an Incident Occurs During a School Trip**

Staff must use their judgement if an incident occurs while on a school visit as to what action needs to be taken. Decisions taken on such matters will depend on the seriousness of the incident and the ability of staff present to deal with it with/or without assistance.

If the trip leader/ teacher-in-charge of a group involved decide that the incident is of a serious nature and that they cannot deal with the matter themselves, then they should contact their own school immediately for advice and/or support. At all times the care and safety of all members of the party is the most important aspect and actions taken should always be directed towards the staff and pupils involved in the incident and doing what is in their best interests.

If an incident is serious enough to warrant immediate action by the staff on the trip, then they should;

- Contact the appropriate emergency service as quickly as possible if help or assistance is required.
- Contact the host school as soon as possible, once the initial emergency has been dealt with, and inform the Principal or his Deputy of the incident and all factual details. The school hosting the visit will inform the principal(s) of the participating school(s) of the incident and any relevant details known at that time.

Once contact with the organising school has been made, then they will immediately inform the principals of the other schools involved in the visit. Each school will then initiate its Critical Incident Plan, if necessary and designate a member of staff to co-ordinate contact with the host school. This plan outlines the procedures for;

- Contacting and liaising with parents.
- Dispatching a senior member of staff to the scene of incident to co-ordinate the situation and report back to the school, if this is felt to be appropriate and/or necessary.
- Keeping staff in school updated with factual information.
- Liaising with the press.
- Co-ordinating information and support procedures for staff and pupils in the school, through consultation with the appropriate staff in NEELB.

Details of any incident/emergency which occurs during an educational visit should be recorded using the form ,**Appendix 4**, Educational Visit Incident Record Form. Copies of this form should be forwarded to the participating schools as soon as possible after any incident

The additional emergency procedures outlined below should also be noted.

The trip leader should ensure that adequate first aid provision is available. This should include a First Aid Kit and an up-to-date record of any pupil medical problems and medications which they may need while on the trip.

A 'lost' procedure should be known in advance by all members 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.

**Application for an Educational Visit Outside School**

This application should be completed and returned to the Principal at least 10 working days in advance of the visit. No further organisation should be undertaken before approval for the visit is granted.

Name: \_\_\_\_\_

Details of Proposed Visit including Dates and Times

<b>Dates:</b> _____
<b>Leaving Time:</b> _____ <b>Returning Time:</b> _____
<b>Visit Details:</b> _____ _____

Educational Objectives for the Trip/Visit

<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>
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Name of Other School(s) Involved (if applicable)

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Classes/Groups Involved

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Total Numbers of Pupils:            Boys             Girls

Category of Educational Visit (Circle One)

1                      2                      3                      4                      5

(NB for Category Classifications see attached list at the end of this form).

Costs to be charged to pupils for this visit                      £ \_\_\_\_\_

Names of staff involved in visit including details of staff from other schools.

<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
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Pupil/Teacher Ratio

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Transport Arrangements

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Details of any travel companies being used, including contact details.

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Signed: \_\_\_\_\_  
Teacher-in-Charge of Trip

Date of Application: \_\_\_\_\_

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As Principal of \_\_\_\_\_ School, I approve / do not approve the educational visit as detailed above for pupils connected with the Magherafelt Learning Community.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Principal

## Categories of Educational Visits

### Category 1

Visits which take place on a regular basis.

(Non-hazardous) and occur largely within establishment hours eg sporting fixtures, swimming pool visits and outings.

### Category 2

One-off day/evening excursions.

(Non-hazardous) trips 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) eg visits to Residential centres, field centres, youth and school exchanges.

### Category 4

Residential visits outside the UK or Ireland.

(Non-hazardous) eg International Exchange Visits, Sporting Events, Cultural Activities and International Community Work.

### Category 5

Hazardous Activities – Residential and Non-Residential.

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, Waterskiing, Rafting, Rowing, Surfing, Bouldering/Gorge Walking, Swimming in Open Water.

**Educational Visit Checklist**

	Yes	No	N/A
The visit has clear educational objectives.			
The target group has been identified.			
An application form has been submitted to and approved by the Principal.			
An initial risk assessment has been undertaken for all aspects of the visit(s) and appropriate control measures have been put in place and recorded.  Hazards have been identified.			
Evaluation of the risk has been undertaken.			
People who may be at risk have been identified.			
Additional safety and/or control measures have been established.			
Information has been disseminated to all relevant persons and all records maintained.			
An appropriate contingency/emergency plan has been put in place and disseminated to all relevant persons.			
A member of staff has been identified as group leader.			
Accompanying staff have been identified.			
Volunteer supervisors have been identified.			
Vetting procedures have been undertaken.			
Leaders are made fully aware of: <ul style="list-style-type: none"> <li>• Their roles and responsibilities</li> <li>• The standard of conduct required of them during the visit</li> </ul>			
Young people and parents/guardians have been informed/briefed and understand the implications of their participation in the visit.			
Parents/guardians have given their written consent to the young people participating in the visit.			
All relevant medical, dietary and contact information relating to the young people going on the visit has been obtained, recorded and appropriate action taken.			
That staff have been trained to deliver any medications associated with pupils going on the trip.			
Transport arrangements for the group are organised and appropriate for the nature/type of journey planned.			
Adequate insurance is in place to cover all aspects of the visit, including transport.			
Where a residential visit is planned, the overnight accommodation has been assessed as appropriate in terms of: <ul style="list-style-type: none"> <li>• The suitability for the group</li> </ul>			
<ul style="list-style-type: none"> <li>• The compatibility with the objectives of the visit</li> </ul>			
Where the educational visit involves outdoor or adventurous activities, the Educational Visits Co-ordinator and Group Leader are satisfied that: <ul style="list-style-type: none"> <li>• Appropriate management structures and systems are in place in relation to child protection/health and safety</li> </ul>			
<ul style="list-style-type: none"> <li>• Staff are competent to provide the activities</li> </ul>			
<ul style="list-style-type: none"> <li>• All relevant checks have been taken to ensure that the above are in place.</li> </ul>			

**Conditions for Out of School Activities  
(Residential or Day)**

School trips have always been a significant feature of the curricular and extra-curricular activities of MLP Schools, and in continuing to offer such trips it is the school's policy to see that every effort is made to ensure the safety and enjoyment of all involved in any trip or activity.

It is with this in mind that the school has set out specific regulations which must be obeyed by ALL pupils irrespective of age.

1. A school trip is an extension of school life. Any behaviour unacceptable in school is unacceptable on school trips.
2. All instructions given by staff and any rules or regulations drawn up as a result of conditions and facilities of a residential/day visit must be obeyed.
3. Pupils assigned to a teacher during any part of a trip must not leave for any reason without asking and being granted permission.
4. Some of the courses your son/daughter follow require them to complete surveys and seek out information either in groups or on their own. At times it may be necessary to send your son/daughter out of school to complete this work with a teacher who would move from one group to another. The teacher will be in general charge of the pupils but not in their immediate presence at all times. Please impress upon your son/daughter the necessity of behaving responsibly, so that they will not place themselves or others at risk. They must at all times obey the Highway and Country Codes.
5. Pupils who fail to conform to points 1 to 4 above will be disciplined by the teacher-in-charge. The nature of the offence will determine the appropriate disciplinary measures eg stern reprimand, barred from some or all activities of the trip, barred from any future school trip.
6. If a pupil's behaviour gives staff sufficient concern that they feel that his/her continued participation on the trip is likely to cause major disruption or disturbance, then the pupil may be removed from the trip to school or home. In such circumstances, parents may be contacted and asked to make appropriate arrangements for the pupil's removal from the trip. Any additional expenses incurred in such circumstances will be met by the parents of the pupil involved.

## Young Person's Responsibilities

### General

- Always think about your own and other's safety.
- If you have a problem or are worried about something, always tell someone whom you trust eg one of the teachers present.
- If you have particular health or dietary needs, tell the supervising adults and/or the organiser.
- Always follow the instructions of your Group Leader and leaders, including those at the venue of the visit.
- If you do get lost or separated, follow the procedures agreed for such an occurrence. If totally disorientated and confused, go to a public place where you will be seen by lots of people and where you can ask for directions.
- If approached by someone you don't know in a threatening or concerning manner, just walk away.
- If travelling on a bus or train and someone makes you feel unsafe, move to a different seat, preferably closer to the driver or other passengers.
- Personal travel arrangements should be carefully planned. Ensure you are familiar with whoever is transporting you and never travel alone in vehicles with strangers.
- Ensure that safety rules set out in Highway Code and Green Cross Code are followed.
- Be aware of situations which may cause you harm or injury and where necessary inform a responsible adult (eg leader) about your concern.
- Dress and behave sensibly and responsibly.
- Be sensitive to local codes and customs.
- Think things through carefully before you act and do not take unnecessary risks.

### When Participating in Visits Abroad

- Always pack your own suitcase and never carry items for anyone else.
- Learn the telephone numbers of the emergency services in the country you are visiting before you leave and make sure that you keep them handy.
- When out and about always carry details of where you are staying eg address, telephone number and contact details.
- Always keep enough money to make a telephone call.
- If personally carrying essential documentation, money or valuable, keep them secure in either an inside pocket, bum-bag, money belt or something similar – choose whichever is comfortable for you.
- Never travel on a moped, motor scooter or motor bike during your visit.

Educational Visit Incident Record Form

1. Name of Group Leader

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2. Date, Time and Location of Incident

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3. Name and address(es) of witness(es)

(a) \_\_\_\_\_

(b) \_\_\_\_\_

(c) \_\_\_\_\_

4. Please state in your own words what happened, including details of names and status of those involved.

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5. Describe what action was taken (eg details of First-Aid, Police or medical involvement)

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

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

## Risk Assessment

- Educational Visits cannot be entirely risk-free. The aim, therefore, must be to contain risks within acceptable levels. This is achievable provided that organisers give careful consideration to this best practice document.
- Care must be taken not to expose the child to unacceptable physical or psychological risk, particularly on those occasions when the educational visit aims to exercise the individual's sense of adventure.
- Fundamental to the planning process of any educational visit is the process of risk assessment.
- Risk assessment allows schools and youth groups to make a reasoned judgement about the level of risk involved and what needs to be put in place to reduce the risk to an acceptable level to permit the visit to go ahead.
- This is achieved by either:
  - » eliminating the identified hazards altogether eg by choosing not to use a water sports centre if they Centre staff do not possess current life-saving qualifications.
  - or
  - » managing hazards by introducing effective control measures eg by ensuring that participants are led by competent and experienced instructors when participating in adventurous activities.
- Risk assessment comprises the following steps:
  - » identifying the hazards
  - » identifying the people who may be at risk
  - » evaluating the potential risk
  - » establishing additional safety and/or control measures
  - » disseminating information to all relevant persons and maintaining appropriate records
- The Group Leader should understand that risk assessment is a dynamic process and therefore must carry out on-going risk assessment during an educational visit and ensure that appropriate action is taken as necessary.
- An example of an approach to Risk Assessment, using a scoring mechanism is contained at the end of this section. It should be recognised that there are other examples of good practice that already exist in schools. Existing good practice should be built upon and disseminated across the school or youth centre/project.

## Risk Assessment

This is an example of an approach to Risk Assessment, using a scoring mechanism. It should be recognised that there are other examples of good practice that already exist in Schools and Youth Centres/Projects. 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 realised.

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

$$\text{Risk} = \text{Probability of occurrence} \times \text{Consequence of outcome}$$

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

The vital issue is whether the risk can be managed. If there are doubts that the risk is manageable, then it is advisable to change the activity and/or the location. Where there is considerable concern as to the outcome, it is better to abandon and redesign the educational visit than to expose young people to an unacceptable level of risk.

Group Leaders must fully record their risk management decisions on paper.

'As with much health and safety legislation and regulations the paper at the end of the process is of minor significance compared to the professional judgement of the group. As risk management is becoming 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, Page 74). Schools and youth groups need to develop young people's understanding of risk. This will then equip and prepare them to undertake risk assessment and help them to determine how risk can or cannot be managed.

### Briefing of Leaders, Young People and Parents

- Prior to any educational visit the Group Leader should brief all leaders, young people and parents.
- Leaders
  - » Supervision of young people 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 volunteer supervisors 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 young people
  - » An agreed code of conduct
  - » Health and safety rules
  - » Procedures eg emergency, First Aid etc
  - » Cash handling arrangements, where necessary
- The briefing of volunteer supervisors is particularly important as they are not part of the everyday life of the school or youth centre/project and may not fully understand normal practices. Therefore, volunteer supervisors 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
- Young People
  - » Young people 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 young persons responsibilities – Appendix 3B)
  - » arrangements for supervision
  - » role and responsibilities of leaders and young people
  - » an agreed code of conduct
  - » procedures eg emergency, First Aid etc
  - » any special clothing or equipment needed
  - » recommended maximum pocket money, if appropriate
  - » liaison arrangements with school/youth group including an emergency telephone number
  - » details of arrangements relating to any participant returning home early
  - » cash handling arrangements, where necessary
- At an early stage parents/guardians 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 volunteer supervisors.

- Information provided to parents should include:
  - » purpose of visit
  - » date(s)
  - » departure and return times
  - » location for the pick up and set down of young people
  - » transport arrangements
  - » address/location/accommodation
  - » costs, if any
  - » details of insurance cover and any additional requirements
  - » details of all planned activities, including any that are hazardous
  - » arrangements for supervision
  - » agreed code of conduct and possible sanctions
  - » any special clothing or equipment needed
  - » recommended maximum pocket money
  - » liaison arrangements with school or youth centre/project including an emergency/telephone number
  - » details of arrangements relating to any participant returning home early
  
- Parents of all young people under the age of 18, and vulnerable adults, 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
  
- Parents of young people under the age of 18, and vulnerable adults, 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 or youth centre/project in advance.

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

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