

Fairview Primary School



Educational Visits Policy

Ratified – June 2015
Reviewed – September 2023
To be reviewed – September 2026

Educational Visits Policy

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 recognise many advantages in both day and residential educational visits. Well-planned and properly conducted trips can have a lasting and positive effect on a child's development. To that end, Fairview Primary School has appointed an Educational Visits Co-ordinator, Mr McAllister and the following guidance is designed to assist teachers to organise a safe, educational and enjoyable trip. In developing this policy, full reference has been made to best practice guidelines (**EA Educational Visits: Interim Guidance for Schools 2017**) and relevant statutory requirements:

- Pastoral Care in Schools – Child Protection – DENI (1999), DENI (2001) and supplements (2002)
- Health and Safety of Pupils on Educational Visits - DFEE (1999) and DFES supplements (2002)
- Supporting Pupils and Mediation Needs (2008)
- Safeguarding & Child Protection – A Guide for Schools DE (2017)

The basic principles of child protection must always be borne in mind when undertaking an educational visit, particularly where it includes a residential element.

- The pupils' 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.

Data Protection

A range of information is required for the purpose of organising and reviewing an educational visit. This information is covered by the provisions of the Data Protection Act, 1998. Amendments may be required to satisfy the general data protection regulations 2018 (GDPR). A signature on such a form is deemed to be an authorisation to allow the school to process and retain the information for the purpose(s) stated.

CATEGORIES OF EDUCATIONAL VISITS

CATEGORY 1

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

CATEGORY 2

One-off day /evening excursions (non-hazardous) e.g. field study trips, theatre visits, business/education visits, regional sporting fixtures

CATEGORY 3

Residential visits of one or more nights within the UK or Ireland (non-hazardous) e.g. visits to residential centres, field centres and school exchanges

CATEGORY 4

Residential visits outside the UK or Ireland (non-hazardous) e.g. international exchange visits, sporting events, cultural activities and international community work

CATEGORY 5

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

- Hill walking
- Fieldwork
- Cycling/mountain biking
- Orienteering
- Rock climbing/abseiling
- Kayaking
- Open canoeing
- Rafting/rowing
- Surfing
- Boulderling/gorge walking
- Swimming in open water
- Coasteering
- Stand-up paddle boarding

Risk Assessment

We firmly believe in Fairview Primary School that 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. Whilst recognising the value of out of school visits, the teachers of Fairview Primary School are also aware that such visits hold additional risks. When planning an off-site visit, all the potential risks to the pupils and adults undertaking that visit should be assessed and, where it is "reasonably practical", elimination or alleviation of those risks achieved. These will be recorded through our Risk Assessment template completed by staff before any visit takes place. Most of these risks can be reduced or alleviated by adhering to a standard set of steps as outlined below:

- Designating a teacher leader to co-ordinate all aspects of the trip;
- Key information about pupils being discussed and shared with accompanying adults before the trip;
- Ensuring that the purpose of the trip is understood by all, both accompanying staff and parent volunteers, in terms of curriculum focus, behavioural expectations and routines, and organisational arrangement;
- Using a bus company that conforms with the required Health and Safety standards;
- Providing children with clear instructions about behaviour on and off the bus;
- Giving clear instructions before leaving school, on arrival, and throughout the visit;
- Ensuring the adult/pupil ratio is acceptable (see below);
- Delegating roles to accompanying teachers;
- Ensuring that accompanying adults know their responsibilities;
- There may be circumstances where children are not under the direct supervision of a teacher/adult e.g. in hotel/centre, going to the toilet, shopping etc. On such occasions children will be instructed to remain in groups i.e. **no child should ever be on his/ her own**. Children will also be made aware of where the teacher/adult will be, and meeting times and places will be arranged.
- It is also necessary to carry out a specific Risk Assessment for each specific destination. This can only be done where the destination is familiar to the teacher leader (or an accompanying teacher). It may be necessary to arrange a pre-visit where the destination is new or unfamiliar. The risks identified are part of the planning process and will be referred to in the forms EVP and EV1. If arranging a pre-visit is not possible, Fairview Primary School staff will endeavour to obtain the necessary information about specific venues by letter or by informal discussion with staff from other schools with first-hand experience of the venue.

The five major considerations for Risk Assessment are:

- Identification of hazards
- Who might be affected?
- How can risks be reduced to an acceptable level?
- Can these measures be implemented?
- What contingency plans can be put into place if all else fails?

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 Educational Visits Coordinator or 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.

Ratios of adults to pupils

The minimum requirement for trips is as follows:

- Foundation Stage (P1 and 2), 1 adult to 6
- Key Stages 1 (P3 and 4) and Key Stage 2 (P5 – 7), 1 adult to 15
- For residential trips of Category 3-5 trips, 1 adult to 10

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.

The following issues should also be considered when establishing ratios:

Under normal circumstances, at least one male and one female leader should accompany mixed sex groups, where an overnight stay is involved. Where this is not possible, parents must be made aware and give their consent to the proposed arrangement prior to the visit.

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

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

Close (direct) supervision occurs when the group remains within sight and contact of the supervisor.

Remote (indirect) supervision is planned and is subject to stringent controls, while the group is not necessarily within direct contact or vision of the leader at all times. Both the leaders and the group will know of each other's whereabouts and clear lines of communication including rendezvous points will have been established. Leaders are required to remain in the area, in which the indirect supervised activity takes place, throughout period.

The need to involve volunteers e.g. parents, adults associated with the school or governors with clearly defined roles and responsibilities is an accepted practice.

The need to vet volunteers should be made on the basis of their having 'substantial access to children'. Participation in an educational visit, particularly those with a residential element, would provide such access. All volunteers who take part in residential trips complete Access NI checks, as per DE Circular 2012/19 regarding the vetting requirements for school volunteers as part of the new Access NI Disclosure and Barring Arrangements.

In addition, Fairview Primary School ensures it is satisfied that places to be visited, particularly residential centres, have similar procedures in place for their own staff, who also have substantial access to pupils.

Pupils with special/additional needs

It is the wish of Fairview Primary School that every child will have equal opportunity to participate in our programme of day and residential visits. Where pupils have significant additional needs it will be necessary to carry out a specific Risk Assessment, often in consultation with parents.

As a consequence of these discussions special measures may be put in place to ensure the safety and enjoyment of all participants and staff. The following may be used as deemed necessary:

- Specific Staff members chosen/requested to accompany the group;
- Additional adult: pupil ratio put in place;
- If an individual pupil has very specific individual needs in or out of class which make it difficult for them or their peers to be safe/ secure outside of the school environment, the school may consider it necessary that the parent of this pupil accompany their child on the trip to provide the level of individual supervision to mitigate against all potential risks. In the case of residential visits, due to increased levels of contact with pupils, this will be subject to clearance of relevant Criminal Records and Access NI vetting procedures.

As always, our prime concern is the care and well-being of our children and indeed everyone's safety. On occasions when school and/ or the parents are unable to provide or ensure the level of supervision/care required, it may be necessary to make the decision that a child cannot participate in a specific event/activity.

Transport

The Educational Visits Coordinator, along with Principal and BoG, must be satisfied that all the transport arrangements meet the legal statutory requirements for the type of journey proposed.

Areas to Consider:

- that the operator holds a valid Operator's Licence (this can be checked out by contacting the Department of Infrastructure or looking at their website);
- the mode of transport is appropriate to the needs of the pupils;
- there is adequate supervision during transit;
- those involved in driving hold the relevant licence to drive the vehicle;
- those involved are insured appropriately;

Where schools require the use of outside operators to provide transport, it is crucial that they are satisfied that the operator(s) can demonstrate how they meet the above criteria.

Where leaders or parents choose to transport pupils in their cars, organisers of the visit should:

- satisfy themselves that the vehicle is licensed and insured for purpose – this could involve asking for a copy of the insurance details;
- seek the agreement of the parents 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 organisation's Child Protection Policy e.g. the teacher should not travel with a single pupil unaccompanied.

Day visits

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

Each group should appoint a teacher leader to co-ordinate all aspects of the trip. The teacher leader, with help from other participating teachers, should ensure:

- The school identifies an area or areas of the curriculum for which an educational visit(s) may be an essential or relevant component;
- Book the destination, arrange transport and calculate the cost;
- Details of the proposed visit(s) are submitted, by the relevant teacher or Educational Visits Coordinator, on the EVA Form to the principal for approval;
- Inform parents and pupils about trip details - venue, dates, times of departure and arrival home, clothing, eating arrangements etc;
- Collect permission slips from each child;
- Ensure adequate supervisory arrangements are in place i.e. additional staff and/or parent volunteers to meet safe adult/pupil ratio levels;
- Adhere to the risk assessment guidelines outlined above;
- Complete form EVA (see Appendix 2) at least 2 weeks before departure or in the occasional event of an unplanned/unforeseen opportunity arising as soon as practicable;
- If a joint venture with another school, meet or contact teachers from the other schools;
- Ensure that medication for children on the Medical Register is available during the visit;
- Ensure that notice has been given and arrangements made for children entitled to Free School Meals to collect a packed lunch from the canteen;
- Make arrangements for contact with school and parents in case of emergency;
- In the case of an incident/accident occurring, all appropriate documentation must be completed.

The teacher leader will bring a mobile phone. There will also be a Central Contact back at base. This will usually be the Principal.

Actions on the day of the visit

Prior to departure:

Class teachers will

- Complete daily register and inform office of absentees/latecomers;
- Provide clear instructions to children on what to bring, behaviour and staying together for safety;
- Arrange for the collection of packed lunches from the canteen, toileting etc. as may be needed.

On departure:

The group leader will

- Confirm with class teachers the total numbers of pupils participating and if travelling between more than 1 bus, the numbers of children on each bus;
- Children will be instructed to fasten seat belts if travelling by bus or car.

On arrival:

The group leader assisted as appropriate by class teachers/volunteer supervisors will

- Give the children clear instructions about what to bring with them, where to assemble etc.;
- Liaise with the centre staff about groupings, activities etc.;
- Make arrangements about where and when to meet with group leaders/supervisors;
- Supervise children carefully during activities;
- Ensure that everyone is back on the bus on time to allow appropriate time to get home;
- Complete and confirm a head count before departure;
- Telephone ahead to school to advise of any previously unknown delays e.g. traffic/roadworks.

After the visit

On return it is important to undertake an evaluation of the key aspects of the visit. This may be done informally, in discussion between accompanying teachers. In addition the following are essential:

- To complete any provided evaluation form for the venue/centre. If completed during the visit, please request a photocopy of this form for school records. If this is not possible, then please retain the form and forward to venue/centre after returning to school.
- **If there was any cause for concern around safety or an accident during the trip**, an Incident Report / Evaluation Form (see Appendix 6) should be completed as soon as practical and forwarded to the Principal.

First Aid

Similar procedures for the administration of medicine during school trips will apply to both day and residential visits.

For day trips, the Group Leader (or designated teacher) should always contact the Principal (or Vice Principal) in the event of a potentially more serious incident. The Principal (or Vice Principal) may then be able to contact parent/s on their behalf.

The school will endeavour to ensure that teachers who are likely to be attending residential trips have been given priority in participating in the rolling programme (every 3 years) of First Aid training carried out in school. Thus, we aim to ensure that there will always be at least one recently trained First Aider on every residential trip.

Before residential visits, a medical form is completed by the parent/s of all participating pupils with all necessary information and contact details. These are taken on the school trip and held by each individual teacher, as well as a full set being retained by the Group Leader. All necessary medication should be given to the teacher/ group leader prior to departure.

In the case of residential trips, if children with long term medical conditions are participating, an Individual Medication Plan may be drawn up in consultation with parents, health professionals, the school nurse and the teacher leader of the trip as appropriate.

Such consultations will take place well in advance of any trip to ensure that all aspects of Risk Assessment and practical arrangements can be made before departure. All accompanying teachers will be made aware of any participating child with specific medical needs.

First Aid Kit

A First Aid Kit should be taken on every trip. A First Aid Kit is located with the medical supplies, and should be checked, prior to the trip, to ensure it contains the required materials. The recommended list of contents for First Aid kits is attached in **Appendix 10**. On return, any items used should be replaced from the 'spares' box. The First Aid Co-ordinator should be informed of any items that cannot be replaced from this source.

Accident/Incident Reporting

In the event of an accident/incident an **Accident/Incident Report** form (**Appendix 6**) should be completed.

Out of School Extra-Curricular Activity day trips/short visits

Children are often out of school in small groups for music, sport, Eco Schools, STEM etc. In some circumstances, if the numbers are relatively small, the trip organiser may seek to hire a minibus or make use of the local church minibus with a designated driver who is not in the employment of EA.

On some occasions however, where only a couple of children are involved, children may travel in a teacher's/parent volunteer's car. In all such instances a teacher must

- seek parental permission for the above arrangements;
- ensure that their insurance policy permits them to transport children in connection with their work and, where the children are small/young use a booster seat.

Out of school activities that take place within close proximity to school (within a 10 mile radius) may have only one accompanying adult i.e. if it is straightforward to contact school for back-up if necessary. If, however, an all-day tournament, at a greater distance from school is involved, an additional teacher may be provided. Parental permission for participation in all such activities will be sought as necessary.

Curricular trips - Swimming

When classes go **swimming**, a statutory part of the KS2 curriculum, it is sufficient to have just one teacher as there is a village changing system, qualified staff taking the swimming lesson and lifeguards on duty. In addition, SEN Special Needs Assistants will accompany the relevant children. **Parental permission for swimming classes will be required.** All teachers taking children off the school site should carry a mobile phone. A Risk Assessment will be completed in advance of these trips happening.

Procedures Step by Step for Residential Visits (Categories 3, 4 and 5)

Organising the trip

The teacher in charge of the trip should:

- Identify an area or areas of the curriculum for which an educational visit(s) may be an essential or relevant component;
- Details of proposed visit should be submitted by the EVC and/or group leader to the principal for consideration. The EVP (Appendix 1) should be used for this purpose. It is the responsibility of the principal 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 3 weeks is recommended. Detailed planning can proceed once initial approval has been granted;
- Book the trip;
- Complete the appropriate sections of the planning checklist (Appendix 3) along with those with key responsibilities for the visit. See EV1 Planning Checklist;
- Arrange a pre-visit or seek information and recommendation from another school if the destination is new or unfamiliar;
- Issue parents with the standard Fairview PS residential trip letter along with deposit and payment details;
- Ensure, well before the group departs, that adequate insurance arrangements are in place. These details will be shared with parents at a meeting before the residential trip takes place;
- Select accompanying Staff ensuring that at least one is First Aid trained;
- Complete a detailed risk assessment following best practice guidance. Additionally, teachers should be informed that outdoor pursuit activities and especially water activities will only take place under the direction of qualified staff;
- Negotiate a detailed itinerary;
- Complete official paperwork for the organising travel company;
- Gather together all relevant information about the pupils participating in the visit, including a pupil 'Code of Conduct'. Each teacher or leader on the trip will retain consent forms, medical details and 'Code of Conduct' for pupils in their group. A full set of forms will be retained by the Group Leader for the duration of the trip, before disposal as per GDPR guidelines following return to school. Originals will be retained in pupil Personal Folders following the trip;
- Ensure the EVP form has been signed by both the principal and the chair of the board of governors to confirm approval and endorsement of the arrangements for the visit. Visits in this category can only proceed once final approval has been secured from the principal and the board of governors;
- Issue the parents and children with a detailed itinerary and provide a "What to pack list";
- Hold an information meeting for the parents of the children involved;
- Hold meetings with the teachers and children in the weeks leading up to the trip (see below);
- Contact school each day throughout the trip;
- Use an Educational Visit Incident/Accident Form (Appendix 6) to keep a record of the pertinent information required of any incident or accident that occurs during an

educational visit. These should be given to the Group Leader immediately upon completion. Details will be shared with the principal via phone call or upon return to school;

- Ensure, along with the Educational Visits Coordinator, that all documentation required by the employing authority in relation to any incidents or accidents is completed as appropriate. This must be forwarded to the education authority as soon as is practicable;
- Have a follow-up evaluative discussion before feeding back to the trip centre or organising body (if external to school);
- Arrange payment of any outstanding bills and keep receipts as appropriate.

Teacher involvement

Teachers will meet prior to the parent information evening and then again prior to departure regarding,

- Names of children in their group, medical forms, money and other details arising;
- Behaviour Plans for relevant children completed in discussion with pupil's teacher and Educational Visits Co-ordinator ([Appendix 11](#))
- Each teacher or leader going on the trip should complete a Group Details Form ([Appendix 5](#)). This should be copied and passed to the Group Leader, as well as the original being retained by the teacher/leader
- Aspects of the itinerary - any identified risk assessments discussed and responsibilities prior to departure delegated e.g. first aid kit, sports equipment etc;
- Shared and specific responsibilities around the medical, behavioural, special needs of the children participating
- Allocation of roles for the Residential Visit, including responsibility for First Aid kit ([Appendix 10](#))

Details of the children's meeting will be shared and discussed so that all teachers are aware of expectations and can seek to apply rules consistently. During the trip the Educational Visits Coordinator or Group Leader will (usually) give the children instructions for the next session after each meal. All teachers, under the direction of the Group Leader, will share responsibility for enforcing bed-times, carrying out room inspections, organising their groups at each destination etc. Any changes made to the established routine by a teacher or staff member will be shared or discussed with the Group Leader at the earliest opportunity. After the trip, staff will assist in completion of any provided evaluation form for the venue/centre. A photocopy of any evaluation forms should be requested from the centre. If this is not possible, the form should be retained for copying and then forwarded to venue/centre after returning to school.

Parental involvement

- Parents will be informed of the destination, dates and cost of the residential;
- Their agreement to the conditions and permission will be sought;
- A suggested payment plan will be given to each child;

- A parents' meeting will be arranged in advance of the trip.

Approximately three weeks before departure parents will be issued with:

- Basic information sheet about the trip and contact details for the venue
- Medical and Consent form;
- Pupil Responsibility Form, or Code of Conduct, to be signed by parent and child;
- Room Share list

Approximately one week before departure at the information meeting, parents will be provided with:

- A detailed itinerary
- A 'What to Pack' list
- Times for departure and return;
- Emergency contact details and arrangements;
- Pocket money information;
- Groups and Group Leaders;
- Accommodation arrangements (For room allocation, refer to next section, 'Involvement of Children');
- Arrangements for phoning home;
- Expectations for behaviour/conduct;
- 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
- What to do with medicines;
- Insurance details;
- Opportunity to discuss child's needs with group/trip leader;
- Opportunity to seek clarification on any point of concern.

Involvement of children

In the weeks prior to the residential, the participating children will have a series of chats, including opportunities to ask questions, with their class teacher and Group Leader to discuss expectations regarding behaviour and organisation. The main aim of these discussions is to increase safety and enjoyment for pupils and staff alike.

Accommodation Arrangements

Every child will be given the opportunity to name some preferences for room-mates during the trip. Where possible, staff will allocate rooms to accommodate at least one of the named choices for each child. It should be understood however, that the allocation of rooms and room-mates will always be subject to the practicalities and logistics of the accommodation and the inclusion of all children who wish to participate.

Code of Conduct

The establishment of a code of conduct for all pupils participating in educational visits is an effective basis upon which to ensure the achievement of safe and successful outcomes.

In advance of an educational visit, accompanying staff, volunteer supervisors, pupils and parents should all be made fully aware of the code, including possible sanctions. All pupils participating in an educational visit must agree to abide by the code of conduct at all times during the visit.

The code should aim 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 (reference Staff Handbook).

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.

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.

Some key points pertinent to the Code of Conduct are set out in bold below and will also be covered with the children. The text below is illustrative of the sort of detail that could also be discussed.

- **Children will be assigned to a group and will have a teacher as group leader.**
During visits or activities the children will be asked to form into groups with their group leader.
- **The group leader is like a parent for the duration of the trip.**
Any problems should be discussed with their own group leader, the overall Group Leader, their class teacher or the Educational Visits Coordinator if in attendance. Children don't need to, and should not, worry about anything. They will be told everything they need to know well in advance but it is important they listen to instructions from teachers or centre staff and put them into practice.
- **Mobile phones are to be left at home**
Children will be encouraged to phone home at least once during the trip, although many will choose not to. Parents should know 'no news is good news'! Mobile phones and any recording equipment are not permitted.

- **Parents and teachers will be issued with emergency contact numbers.**
- **A photocopied set of medical forms for all pupils is to be retained by the Group Leader for the duration of the trip.**
- **Medicine is to be given to group leaders preferably in advance of the trip, or on the morning of departure if this is not possible.**
A travel sickness tablet may be taken at home before the outward journey and given to the group leader for the return journey. Inhalers, even if normally kept by the pupil, should be given to the group leader for the duration of the trip.
- **Discussion about the wearing of appropriate clothing.**
Guidance will be given in relation to the specific venue.
- **The teacher leader will give clear instructions about behaviour on the bus.**
Children will be instructed to sit down and "belt up". On arrival at the destination the children will be expected to remain seated to await instructions. Upon arrival at school following the trip, pupils remain on the bus until cases are unloaded.
- **Children will be told of the importance of never being on their own.**
If not with their group and group leader they will be expected to remain in pairs or groups of three or four. Pupils will be encouraged to look out for their peers who are on their own, especially Peer Ambassadors.
- **Children will be expected to arrive for meals, meetings and activities at the appointed time.**
Magic words such as please and thank-you should be used liberally. The impression created by our pupils when on residential visits is something Fairview Primary School has great pride in.
- **A mini banking system will be run during the trip.**
There will be a suggested amount of spending money to be brought before the trip, and a request that children are to bring no more than £10 in their pockets on the day of departure. Purses, wallets should be clearly labelled.
- **In the hotel/centre certain rules apply.**
For example
 - Bedrooms/bathrooms are private;
 - Bedtime means bedtime, lights out means lights out;
 - Children remain in rooms in morning until breakfast time;
 - No TV after 9pm;
 - Children should be punctual for meals;
 - Children should walk around the hotel and stand back if they meet someone at a doorway; always look to make a positive impression on all you encounter.

- **On arrival at the hotel or centre specific safety rules will be discussed and the children will be given instructions after each meal so arrangements for the next session can be made clear. The initial discussion will include:**
 - Emergency Procedures;
 - Venue for meeting;
 - Location of Teachers' Rooms – for seeking help if needed;
 - Answering/opening bedroom doors;
 - Safety around kettles etc.
- **Rules/ positive behaviour should be reinforced through the use of an awards system e.g.**
 - Prize for tidiest room;

Summary of Roles and Responsibilities

Educational Visits' Co-ordinator (EVC)

Mr McAllister has been appointed Educational Visits Coordinator (EVC). The EVC should assume the role of, or designate an appropriately competent member of staff, to act as the Group Leader for any educational visit. This person will have overall responsibility for the supervision and conduct of the visit, the health and safety of the group and ensure that clear lines of accountability are established.

The EVC should be satisfied that:

- there is an acceptable code of conduct for pupils;
- the visit complies with best practice as outlined in this policy;
- a competent group leader is selected;
- child protection procedures are adhered to in the planning process, including the vetting of volunteers;
- all necessary arrangements and preparations have been completed including risk assessment, before the visit begins;
- all relevant checks have been undertaken if an independent provider is to be used;
- the group leader has experience in supervising pupils of similar age and ability to those participating and will organise and manage the group effectively;
- the group leader has taken reasonable steps to familiarise him/ herself with the location/centre where the activity will take place;
- prior to any educational visit, all volunteers should be clearly advised of their role and responsibilities during the visit and this should be communicated in writing to them and all accompanying staff;
- the ratio of leaders to young people is appropriate;
- proper procedures have been followed in planning the visit;
- there is adequate and relevant insurance cover;
- the group leader has the address and phone number of the venue to be visited and has a contact name;
- a school contact has been nominated (normally the principal or EVC) and the group leader has details;

- the group leader, leaders and nominated contact have all relevant information on the group members;
- establish any arrangements which may be required for the early return of individual participants.

The principal should be clear concerning their role if taking part in the visit as an accompanying staff member. The Group Leader should remain in overall charge of the visit.

Group Leader

A member of staff should be designated by the principal or EVC as Group Leader. The EVC may take on the role of Group Leader. This role should be allocated to a senior member of staff. The Group Leader will have overall operational responsibility for the supervision, discipline and conduct of the participants for the duration of the visit and should be experienced in organising such visits, the supervision of pupils, and all relevant health and safety matters. They should be able to direct and supervise pupils.

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 (Appendix 1);
- undertake and complete the planning and preparation for the visit (Appendix 3) 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 (Appendix 4 and 5);
- 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 parents/carers;
- ensure that accompanying staff and volunteers and the nominated contact are aware of the emergency procedures;
- ensure that the group leaders have the details of group members' special educational or medical needs, which will be necessary for them to carry out their tasks effectively (Appendix 11);
- consider stopping the visit if the risk to the health or safety of the pupils is unacceptable and have in place procedures for such an eventuality;
- regularly review visits/activities.

Accompanying Staff

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

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

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

Accompanying staff should:

- accept the authority and follow the instructions of the group leader;
- under direction of the group leader, assist with the organisation of activities and discipline of the pupils;
- ensure that the established code of conduct, for leaders and participants is adhered to;

- consider stopping the activity and notify the group leader, if they think the risk to the health or safety of the group members in their charge, is unacceptable.

Volunteers in a Supervisory Role

To satisfy staffing ratios, it may be necessary to involve persons other than staff members as volunteers, e.g. parents or adults associated with the school. 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;
- endeavour to ensure the health and safety of everyone in the group;
- not be left in sole charge of group members except where it has been previously agreed as part of the risk assessment;
- follow the instructions of the group leader (which may be provided in writing) and other accompanying staff, and help with control and discipline;
- speak to the group leader or accompanying staff if concerned about the health or safety of the pupils, at any time during the visit;
- endeavour to ensure that the established code of conduct, is adhered to.

Nominated Contact at School Base

Dealing with unexpected situations can be aided by a central figure, normally Mrs Matthews, or Mr McAllister should Mrs Matthews be on the trip. This person will act as the contact person for both the group and the pupils' families.

Parents

Parents should be able to make an informed decision as to whether their child should go on the visit. However, in the interests of the overall safety and success of the visit, the ultimate decision as to who participates rests with those involved in organising the visit.

The group leader should ensure that parents are given sufficient information in writing and are invited to a briefing session, where appropriate.

Parents should:

- sign the consent form;

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

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. (See Appendix 9).

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.

Appendix 1

Education Visit Proposal Form - EVP

Appendix 2

Education Visit Approval Form - EVA

Appendix 3

Planning Checklist Form

Appendix 4

Residential Trip Consent Form

Appendix 5

Residential Trip

Group Details Form

Appendix 6

Educational Visit Incident Form

Appendix 7

Residential Trip

Post Visit Review Form

Appendix 8

Risk Management

Appendix 9

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 10;
- 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.

The Group Leader should make known to accompanying staff the procedures in the instance of a pupil going missing:

- 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 the group leader 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 considered if the identified situation were to arise.

Where an incident involving a pupil or group of pupils arises (eg. illness, injury, criminal) their parents/carers 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/carers 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.

Appendix 10

Fairview Primary School 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:

- 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. It should be noted centre staff leading activities on residential trips will often carry their own first-aid kit.

Appendix 11

Behavioural Risk Assessment and Risk Management Plan