CARRICKFERGUS MODEL SCHOOL

EDUCATIONAL VISITS POLICY

Date of Rewrite of Policy	**August 2026**	
Date of Governor Ratification of Policy		CHAIR OF BoG
Review Date of Policy	**August 2029**	
Person (s) Responsible for review and update of Policy	Mrs Julie Kirkland	

CARRICKFERGUS MODEL SCHOOL

Educational Visits Policy

INTRODUCTION

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.

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

(EA Educational Visits Guidance for schools: 2017)

BACKGROUND AND CONTEXT

Young people derive considerable benefit from taking part in educational visits. In particular, they have opportunities to participate in activities and gain from experiences not available in the normal classroom setting. Such educational visits help young people to develop a wide range of valuable personal and social skills.

The majority of educational visits take place without incident and it is clear that those involved in planning and managing such visits are already demonstrating a high level of care, competence and safety awareness and schools should ensure that all educational visits undertaken by their staff conform to best practice.

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

This document has been revised in order to further underpin the planning and implementation processes required for the successful and safe completion of educational visits and therefore adherence to this document should reassure teachers that they have followed best practice.

For further clarification the following publications may be consulted:

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.

Our policy will be organised in the following sections:

- The Legal Context
- Data Protection
- Categories of Educational Visits and steps
- Overview of the planning process flowcharts
- Risk Assessment
- Supervision and ratios
- Transport
- Insurance
- Use of Independent Providers
- Communicating with Parents
- Roles & Responsibilities
- Day Visits
- Out of School Activities
- Residential Visits
- Appendices

THE LEGAL CONTEXT

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

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

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

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

The legal framework to protect children from harm is primarily provided by the Children (Northern Ireland) Order 1995 which became law on 4 November 1996 and repeals virtually all pre-existing legislation concerned with child protection. The central thrust of the Order is that the welfare of the pupil must be the paramount consideration and it is this essential principle which underpins effective practice in the area of child protection.

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

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

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

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 & STEPS

CATEGORY 1 Basic

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

CATEGORY 2 One-off day /evening excursions (non-hazardous)

e.g. field study trips, theatre visits, business/education visits, regional sporting fixtures.

CATEGORY 3 Residential visits of one or more nights within the UK or Ireland. (non-hazardous)

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

CATEGORY 4 Residential visits outside the UK or Ireland (non-hazardous)

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

CATEGORY 5 Hazardous activities – residential and non-residential as exemplified below:

- Hill walking
- Fieldwork
- Cycling/mountain biking
- Orienteering
- Rock climbing/abseiling
- Caving and potholing
- Kayaking
- Open canoeing
- Windsurfing
- Dingy sailing
- Sub-aqua
- Skiing/snowboarding
- Horse riding
- Angling
- Water-skiing

- Rafting rowing
- Surfing
- Bouldering/gorge walking
- Swimming in open water
- Coasteering
- Stand-up paddle boarding

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

Step 1 Identification of Educational Visit - Objective

The school identifies an area or areas of the curriculum for which an educational visit(s) may be an essential or relevant component.

Step 2 Approval

Details of the new proposed visit(s) are submitted by the Lead Teacher, on the EVA Form to the Principal for approval. This is only necessary for new category 1 and category 2 visits.

Step 3 Implementing Appropriate Risk Management

It should be ensured that all visits are organised in accordance with relevant school policies (e.g. Health and Safety and Child Protection) and take cognisance of best practice, as set out in this document. Risk Assessments are a vital part of this process and should be carried out by the Lead Teacher and/or requested from the visit location by the Lead Teacher. These should be stored *in advance of the visit* in the relevant area of the Staff drive on the c2K network i.e. School Trips folder. N.B. this must include a risk assessment for mode of transport, including walking, to and from the visit location.

Step 4 Informing the Parents

Parents are informed via Parentmail as soon as practically possible about the educational visits their children will participate in and are asked to give their consent electronically. At the start of each academic year, parental permission is requested (electronically via Parentmail) for generic involvement in visiting local attractions/venues that can be visited on foot e.g. Legg Park, Castlerocklands, Carrickfergus Library, the Pirate Park etc. **This should then be followed up by the class teacher/Lead Teacher with a notification via the current class communication platform (Seesaw/Class Dojo/J2E Parent) 24 hours in advance of the local visit.**

Step 5 Maintaining Records

Copies of all forms, consent forms and any other relevant information should be filed at the school. In the case of an incident/accident occurring, all appropriate documentation from the Employing Authority must be completed.

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

Step 1 Identification of Educational Visit - Objective

The Lead Teacher identifies an area or areas of the curriculum for which an educational visit(s) may be an essential or relevant component.

Step 2 Initial Approval

Details of proposed visit should be submitted by the Lead Teacher to the Principal for consideration in

consultation with the Board of Governors. The EVP should be used for this purpose and any relevant information attached e.g. details of the residential centre to be used. It is the responsibility of the Principal in consultation with the Board of Governors, to decide whether a visit should proceed. It is essential, therefore, that they are consulted at the earliest opportunity. Under normal circumstances, a minimum period of notice of not less than 4 weeks is recommended. Detailed planning can proceed once initial approval has been granted.

Step 3 Completion of Planning Checklist

The appropriate sections of the planning checklist should be completed by those with key responsibilities for the visit.

Step 4 Briefings

Staff, volunteers, parents and pupils, should be briefed about all aspects of the educational visit. Once parents are fully aware of the visit details they should be asked to give their consent electronically via Parentmail.

Step 5 Information Collated

It is important to gather together all relevant information about the pupils participating in the visit. This should be collated by the Lead Teacher using the relevant Medical and Contact Details form for the Educational Visit on Parentmail. Records pertaining to this should be retained by the school.

Step 6 Final Approval Secured

Visits in this category can only proceed once final approval has been secured from the Principal and the Board of Governors. The EVP form should be signed by both the Principal and the Chair of the Board of Governors to confirm approval and endorsement of the arrangements for the visit.

Step 7 Maintaining Records

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

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

The Lead Teacher should also ensure 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 employing authority as soon as is practicable.

Step 8 Evaluation

On return it is important to undertake an evaluation of the key aspects of the visit. The completed evaluation should be forwarded to the Principal and maintained by the school for future reference. Please refer to the 'Post Visit Review Form.'

OVERVIEW OF PLANNING PROCESS

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

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

The terms risk assessment and risk management are used to describe the process of addressing the risks of

any visit/activity and the steps taken to counter them. The process of risk management is paramount in the overall planning of any educational visit.

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

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

Planning a visit

Identify/Propose Educational Visit

Submit and outline proposal to Principal and the Board of Governors seeking approval in principle. Proposals might include:

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

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

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

Planning checklist

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

Full details of visit to Principal and the Board of Governors

- Details of dates, venue, programme/itinerary, risk assessment, emergency procedures, transport, insurance, costs, group membership, staffing (EVP form)
- Secure final approval from the Principal and the Board of Governors.

Routine visits (Category 1 and 2)

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

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

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

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

- Information to and from parents;
- Obtain parental consent;
- Deposits/full payments by parents.

- Obtain final approval from Principal and the Board of Governors;
- Brief pupils/agree code of conduct;
- Briefing presentation sent electronically to parents;
- Collate relevant group information;
- Maintain appropriate records.

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

- Complete Evaluation Report.(not required for regular sporting fixtures or regular local visits unless deemed neceassry)

Planning a Visit – Key Questions

Purpose of the visit

- What are educational objectives?
- What is the nature of the visit?
- Target group identified?

Choice of venue/activities to be undertaken

- Does the venue/activity meet the educational objectives of the visit?
- Is the age profile of the pupils suitable for chosen venue/activity?
- What is the competence, experience of staff?
- What environmental factors do we need to consider eg. time of year, weather?
- Venue facilities?
- Venue accessibility?
- Clothing equipment requirements?

Exploratory visit and research

- Appropriateness of venue?
  - facilities
  - activities
  - location
  - access to tele communication
  - venue staff
  - first aid/medication/emergency action plan
  - accommodation in relation to security/emergencies
  - access to local services
- If visit is not possible how can we fully research the appropriateness of the venue?
- Has the independent provider all the appropriate insurances and risk assessments in place?

Programme of activities

- Suitable detailed itinerary agreed?
- Appropriate supervision of qualified staff?
- Any proposed changes to the agreed programme to be agreed with the EVC to assess risk?

Staffing

- Appropriate?
- Competent/qualified e.g. first aider?
- Staff/pupil ratios?
- Training?
- Clear roles and responsibilities?
- Volunteer staff considerations?
- Communications protocol in place and understood by all staff?

Emergency procedures/ First aid

- Clear roles and responsibilities of main staff?
- First aider identified?
- Familiarisation with educational visit venue to include location/first aid equipment/ emergency procedures and the responsible staff identified?
- Arrangement of first aid/emergency procedures meeting with staff/pupils on arrival at venue?
- Immediate access to parental consent form information (telephone numbers etc.) especially for all pupils but especially for those with medical conditions?

RISK ASSESSMENT

Educational visits cannot be entirely risk-free. The aim, therefore, must be to contain risks within acceptable levels. This is achievable, provided that organisers give careful consideration to this guidance document. Effective risk management will enable new experiences and will maximize the impact of educational visits, whilst poor risk management may suppress opportunities for learning. Care must be taken not to expose the child to unacceptable physical or psychological risk, particularly on those occasions when the educational visit aims to exercise the individual's sense of adventure. Fundamental to the planning process of any educational visit is the process of risk assessment. Risk assessment enables schools to make a reasoned judgement about the level of risk involved and what actions need to be taken to reduce the risk to an acceptable level which permits the visit to go ahead.

This is achieved by either:

i) eliminating the identified hazards altogether: -

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

ii) managing hazards by introducing effective control measures: -

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

Risk Assessment comprises the following steps:

define the activity to be undertaken



identifying the hazards associated with the activity



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 compile information packs as appropriate

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. Teachers 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 Lead Teacher. The Lead Teacher 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.

Whilst recognising the value of out of school visits the teachers of Carrickfergus Model 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. Most of these risks can be reduced or alleviated by adhering to a standard set of steps as outlined below:

- Designating a Lead Teacher 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 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 staff members
- Ensuring that accompanying adults know their responsibilities, including volunteers.
- 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. If arranging a pre-visit is not possible Carrickfergus Model Primary School will endeavour to obtain the necessary information about specific venues by letter or by informal discussion with staff from other schools who have had first-hand experience of the venue and/or from staff at the venue itself.

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?

<u>SUPERVISION AND STAFF RATIOS</u>

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

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

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

Risk assessment may include the assessment of individual pupils with SEN and those with behavioural considerations or those in receipt of a medical care plan. This will have a direct influence on supervision ratios.

The key factors which should be taken into consideration in the establishment of appropriate ratios are as follows:

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

The following issues should also be considered when establishing ratios:

- Under normal circumstances and where it is possible in primary schools, at least one male and one female leader should accompany mixed sex groups, where an overnight stay is involved. Where this is not possible, parents 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 or governors with clearly defined roles and responsibilities is an accepted practice

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

We, in Carrickfergus Model Primary School, however, aim to have **1 adult to every 10 pupils in KS1 and 1 adult to every 15 pupils in KS2. The aim will be to have 1 adult to every 10 pupils in KS2 if the trip involves the higher categories of activities.**

In light of this ratios must also be upheld on transport to and from the trip. It is sensible to have one member of staff in a vehicle for a residential trip in Northern Ireland / Ireland in case a child needs transported to hospital for example.

Where no employer requirements are set, supervision should be determined through an informed risk assessment, taking account of the range of variables. There are a number of different approaches to such an assessment. The OEAP provides one example using the acronym SAGED as a way of remembering the issues to consider:

Staff requirements – Training? Experienced? Competent? Ratios?

Activity characteristics – Specialist? Insurance issues? Licensable?

Group characteristics – Prior experience? Ability? Behaviour? Special and medical needs?

Environmental conditions – Urban, rural, remote? Impact of weather? Ease of communications?

Distance from support mechanisms in place at the home base – Transport? Residential?

Pupils with Special Educational / Behavioural / Medical Needs

It is the wish of Carrickfergus Model Primary School that every child will have the 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/carers. 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/ asked to accompany the group;
- Additional adult: pupil ratio put in place (if reasonably possible); and
- If an individual pupil has very specific individual needs in class/ out of class, which make it difficult for them or their peers to be safe/ secure outside of the school environment, a parent/carer of this pupil will be invited to accompany their child on the trip.

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 the level of supervision/ care required it may be necessary to make the decision that a child cannot participate in a specific event/ activity.

VETTING

In the context of educational visits, it is essential that the school's Child Protection Policy and procedures are followed.

This includes the requirement to ensure that staff who work with or have access to pupils have been subject to appropriate vetting procedures through Access NI.

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. Schools should refer to the DE Circular 2012/19 regarding the vetting requirements for school

volunteers as part of the new Access NI Disclosure and Barring Arrangements. Also refer to DE Safeguarding and Child protection – A Guide for Schools (April 2017) document.

Therefore, it is required that all adults, who accompany groups of pupils under the age of 18 are vetted in line with DE Circular 2012/19 with regards to vetting checks for volunteers working in schools.

The procedure is relatively straightforward. The adult in question provides relevant details and gives permission for relevant checks to be carried out. The school should deal with this information in the normal manner.

In addition, schools need to be 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.

Volunteers who are assisting with an educational visit only and are not vetted should not be left unsupervised with children at any point. They must always be with or nearby a school staff member. With this in mind, volunteers should not take pupils to toilets or assist with first aid, changes of clothes or other medical or intimate care needs.

TRANSPORT

The management of the school, 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 web site);
- the mode of transport is appropriate to the needs of the pupils;
- there is adequate supervision during transit;
- those involved in driving hold the relevant licence to drive the vehicle;
- those involved are insured appropriately;
- guidance on the transport arrangements relevant to the particular group, e.g. age and/ or developmental needs.

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

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

- seek the agreement of the parents of the pupils involved – this should be in electronically via Parentmail.
- satisfy themselves that private car users do not carry more passengers than the number of seat belts available;
- staff members have adequate car insurance for the transportation of pupils in their cars
- do so in accordance with the school's Child Protection Policy.

INSURANCE

The school must ensure, well before the group departs, that adequate insurance arrangements are in place.

The Education Authority will cover the legal liability of controlled and maintained schools in respect of personal injury claims. It is however, recommended that schools should take out additional travel insurance in relation to educational visits outside of Northern Ireland. Other schools should check with their insurance broker as to the extent of cover provided under their public liability insurance policies. Parents should be advised as to the extent of any additional insurance taken out by the school.

The Education Authority or insurance broker can advise on particular types of insurance requirements and other arrangements:

- medical cover for leaders and group members;
- specialised risk activities;
- activities abroad;
- participants with medical conditions;
- cancellation or other emergency situation.

The Lead Teacher should scrutinise carefully the conditions, list of exclusions, and limits on cover in any policy provided by an outside organisation. If there is any doubt, the insurer should be asked for clarification before departure. The Lead Teacher may need to seek further advice from the employing authority or insurance company if not completely satisfied with the insurance cover.

No person acting on behalf of school should sign an indemnity for any outside body against liability without it first being checked and approved by the relevant employing authority.

USE OF INDEPENDENT PROVIDERS

The term independent providers refers to other organisations or companies which provide a service that is outside the direct control of the employing authority e.g. tour operators, specialist activity providers, residential cent res etc.

Where a school has opted to use the services of an independent provider the Principal must ensure that:

- employing authority policy and procedures are followed in relation to the use of such providers;
- providers are reputable and have the necessary insurance in place for the services they provide;
- staff involved in the delivery of the service are competent and are aware of their roles and responsibilities in relation to the group and child protection;
- risk assessments are available for the activities the group will partake in;
- adequate emergency and contingency plans and procedures are in place in the event of unforeseen circumstances.

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

Note:
A compulsory licensing scheme for Outdoor Activity Providers, which endorses the provider's competence to deliver activities to young people (under 18s) exists in England, Scotland and Wales. Lead Teachers *should therefore take cognisance of their chosen provider's licence and note the activities which they are licensed to*

offer. Not all activities require a licence. Further details can be obtained from the Adventure Activity Licence Authority.

There is no such requirement or structure in place at present for the licensing of outdoor activity providers in Northern Ireland

COMMUNICATING WITH PARENTS

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

Information to parents may include:

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

Information should (where relevant):

- be sent as far in advance of the visit as practicable;
- involve convening a meeting to clarify detail if appropriate. Where a briefing meeting is required, alternative arrangements might need to be made for parents who cannot attend or who have difficulty with communication.

Information about rooms / groupings on the trip

Every pupil is asked to provide the name of a pupil that they would like to share a room with or anyone whom they would have a difficulty sharing a room with. Staff then use this information to inform rooms and groupings. This information is NOT shared with pupils or parents until they arrive at the accomodation. There are many reasons for this but staff and Governors believe this is the correct approach.

Parent Consent

Parental consent must be obtained for educational visits. This may be done on a blanket basis for regular visits or on a one-off basis for non-regular visits. The contents of a consent form for a parent to sign electronically via Parentmail will vary according to the type of visit. **It is the Lead Teacher's responsibility to ensure parental consent has been obtained prior to departure on any visit.**

Medical Consent

For visits that require parental consent, parents should be asked to agree to the young person receiving emergency treatment, including anaesthetic or blood transfusion, as considered necessary by the medical authorities. If parents do not agree to this, the Principal may decide to withdraw the child from the visit given the additional responsibility this would entail for the Lead Teacher.

Contact with Parents during the Visit

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

All parents of pupils taking part in an educational visit should be briefed (category 3, 4 and 5 visits) or provided with (category 1 and 2 visit) a copy of the communication procedure in advance of the visit. These should be clearly defined arrangements/protocols for parents to make contact with their child. For residential trips this will explained at a Parent's Briefing Meeting.

Parents should therefore:

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

Pupil Contact with Parents

- Parents should have the full contact details of the accommodation the group are staying at.
- Pupil mobile phones are not permitted on our school trips (except where a medical condition e.g. diabetes necessitates this) and this is clearly explained to parents.

Staff Contact with Parents

- The Lead Teacher (or other staff member designated by the Lead Teacher if necessary) will only make contact with parents in the event of an acute medical issue or similar reason.

- Staff will not provide individual parents with updates on pupils participating in an educational visit, including a residential visit. Staff will post photos on the class communication platform (Seesaw/Class Dojo/ J2E Parent) and the school Facebook page as often as is reasonably practicable during a residential visit and as soon as possible after a day visit. It cannot be guaranteed that all pupils present will be represented in the photos.
- The priority for all staff on an educational visit will always be the care, safety and supervision of the pupils over any communication with those not present on the residential.

- In the event of travel delays, the Lead Teacher/class teacher will communicate updates as soon as practically possible on the class communication platform (Seesaw/Class Dojo/ J2E Parent) and via Parentmail. In the event of a day trip, the school Principal should also be informed as soon as possible so appropriate arrangements can be made in school.

ROLES AND RESPONSIBILITIES

The successful planning and implementation of an educational visit requires a contribution from a number of key personnel and groups. Careful co-ordination and clarity of roles are vitally important.

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

This section outlines the roles and responsibilities of each.

School

The responsibility for any educational visit rests with the school organising the activity.

The Principal will:

- ensure that visits have specific educational objectives;
- be satisfied that risk assessment has been carried out and that appropriate safety measures are in place;
- ensure that all arrangements comply with the organisation's Child Protection and Health and Safety Policies;
- ensure that proposals comply with best practice;
- assess and submit visit proposal for Board of Governors approval;
- ensure that an acceptable code of conduct for pupils is in place.

The Lead Teacher will:

- have a central role to play in endeavouring to ensure that the best practice, in relation to educational visits, is developed and implemented within the school;
- 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;

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

The Lead Teacher should be satisfied that:

- there is an acceptable code of conduct for pupils;
- the visit complies with best practice as outlined in this guidance document;
- 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 Lead Teacher has experience in supervising pupils of similar age and ability to those participating and will organise and manage the group effectively;
- where relevant, the Lead Teacher or one of the leaders is suitably qualified and competent to supervise and/or instruct the pupils during specific activities;

- the Lead Teacher 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 Lead Teacher 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 a member of SLT, should the Principal be on the trip) and the Lead Teacher has details;
- that an emergency contingency and critical incident plan has been created and that the group leader, accompanying staff, volunteers and nominated school contact are aware of the agreed emergency contingency arrangements;
- the Lead Teacher, group 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 Lead Teacher should remain in overall charge of the visit.**

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 Lead Teacher;
- under direction of the Lead Teacher, 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 Lead Teacher, if they think the risk to the health or safety of the group members in their charge, is unacceptable.

Volunteers in a Supervisory Role

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

Volunteers should:

- be vetted on the basis of having substantial access to children;
- participation in an educational visit, particularly those with a residential element, would provide such access;
- endeavour to ensure the health and safety of everyone in the group;
- not be left in sole charge of group members. They must always be with or nearby a school staff member. With this in mind, volunteers should not take pupils to toilets or assist with first aid, changes of clothes or other medical or intimate care needs.
- follow the instructions of the Lead Teacher (which may be provided in writing) and other accompanying staff, and help with control and discipline;
- speak to the Lead Teacher 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 the Principal or Vice-Principal who will act as the contact person for both the group and the pupils' families.

Nominated contact should:

- retain details of the place to be visited, contact personnel and telephone and mobile numbers as appropriate;
- retain a copy of the contact details of all the pupils' parents;
- retain a copy of the contact details of the principal/Lead Teacher;
- be fully briefed and aware of his/her responsibilities including the action to take in the event of a serious incident.

Parents

Parents should be able to make an informed decision as to whether their child should go on the visit. However, in the interests of the overall safety and success of the visit the ultimate decision as to who participates rests with those involved in organising the visit. The Lead Teacher 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 and Code of Conduct for Pupils attending a Residential Trip (as appropriate) electronically via Parentmail;
- provide the school with an emergency contact number(s);
- provide the school with relevant medical/dietary details, including any medication currently being taken in writing (by means of the consent form) and any other relevant information (about their child's emotional, psychological and physical health) which may affect their participation in the visit);
- help prepare their child for the visit, for example, by reinforcing the visit's code of conduct;
- agree the arrangements established for a member of the group returning home due to unforeseen circumstances.

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

Responsibilities of Pupils

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.
- 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.
- It may be necessary to devise a duty rota in order that staff can have a break away from supervisory duty, while ensuring that an appropriate level of supervision is maintained at all times.
- In developing and agreeing a code of conduct, the aim should be to reflect the ethos of the school, the nature of the place(s) visited and/or the activities undertaken.
- The code of conduct should address issues relevant to the age and development level of the group members.
- 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.

The Lead Teacher should, when briefing the pupils, make it clear that they have to act in accordance with the code of conduct at all times.

Where appropriate, pupils should be fully involved in the planning process. Pupils attending a residential visit should read and sign a copy of the Code of Conduct for Pupils on a Residential Trip themselves in school before attending.

Please refer to the Code of Conduct in Appendix 6. Further consideration may need to be given to this matter when dealing with pupils with behavioural issues.

Responsibilities of Employing Authority

The employing authority will generally retain a number of responsibilities:

The employing authority may provide:

- advice and support for governors, principals, teachers and other appropriate staff;
- guidance on best practice;
- training, as appropriate;
- insurance cover, as appropriate.

EMERGENCY/CONTINGENCY ARRANGEMENTS

- Establishing emergency procedures is an essential part of planning an educational visit. Everyone involved in the educational visit should be aware of the procedures that are to be followed in the event of an emergency – this includes volunteers.
- Such procedures should outline clearly what is to be done during the actual emergency and after the event.
- 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 and staff/volunteer next of kin;
    - how to access any medical equipment e.g. the defibrillator at the facility;
    - the emergency procedures within the facility.

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 Lead Teacher and must be communicated to and understood by all members of the party;

- the Lead Teacher should ensure that adequate First Aid provision is available. A list of contents for a First Aid Kit is suggested in Appendix 12;

- in the event of a young person becoming ill or being injured, specialist help must be sought as appropriate and parents informed as soon as possible. Where the illness/accident/injury is serious the Principal should be contacted. Responsibility for informing relevant authorities rests with the Principal;

- if it is necessary due to the seriousness of the circumstances for the parents to visit the young person(s), the Principal in conjunction with the governing body should make arrangements for them to do so.

A 'missing pupil policy' should be known in advanced by every member of the group including:
- action to be taken if separated from the group or lost;
- advice on where assistance may be sought;
- notifiable personnel and contact details;
- notification of safe return.

If any leader has cause to believe that a young person has been abducted or has absconded the Police must be notified.

Contingency Planning

The Lead Teacher 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 Lead Teacher 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 Lead Teachers 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 Lead Teachers should identify possible situations that could impact on the visit and then create a list of possible actions and contacts to be consider if the identified situation were to arise.

As an example, if a member of staff was required to return home during the trip the contingency plan should identify how this would be accommodated and should identify a member of staff who can be released at short notice to join the visit.

Where an incident involving a pupil or group of pupils arises (eg illness, injury, criminal) their parents/guardian must be directly contacted as soon as possible to inform them of the situation. Where possible all efforts should be made to enable the pupil to talk directly with their parents/guardian in a private setting. The contingency plan should identify who will initiate this contact and this person should have immediate access to the emergency contact numbers for all pupils and staff on the trip.

Once a contingency plan has been activated the situation should be monitored continuously until it is resolved or until the group has returned home.

The CitizenAid App, available for Windows, Apple and Android mobile phone operating systems, is available at: http://citizenaid.org/ All Lead Teachers and staff/volunteers accompanying educational visits should download this key resource for use in emergency situations.

Critical Incidents

"A critical incident may be defined as any sudden and unexpected incident or sequence of events which causes trauma within a school community and which overwhelms the normal coping mechanisms of that school."

(iMatter Every School a Good School. A Guide to Managing Critical Incidents in Schools).

In the event of a critical incident (as defined above) occurring during a school visit the school's critical incident management plan should be implemented. In short, there should be no communication with parents or staff not present on the trip without permission and guidance from the Principal or Vice-Principal.

DAY VISITS

Each group should appoint a Lead Teacher to co-ordinate all aspects of the trip.

Planning the visit

The Lead Teacher, with help from other participating staff members) should:

- Seek permission from the Principal
- Book the destination, arrange transport and calculate the cost;
- Inform parents and pupils about trip details- venue, dates, times of departure and arrival home, clothing, eating arrangements etc;
- Arrange for consent forms to be communicated to parents electronically via Parentmail. **It is the Lead Teacher's responsibility to ensure parental consent has been obtained prior to departure on any visit.**
- Select additional staff and/or parent volunteers to meet safe adult/pupil ratio levels;
- Adhere to the risk assessment guidelines outlined above;
- Complete the **appropriate forms** at least 6 weeks before departure if reasonably possible;
- If a joint venture, meet or contact teachers from the other schools;
- Ensure that medication for children is available during the visit;
- **Make arrangements for emergency contact with school and parents (bring pupil contact details on the trip).** The Lead Teacher will bring a fully charged **mobile phone**. There will also be a Central Contact back at base - the Principal or Vice Principal.

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. Please request a photocopy of this form. If this is not possible please retain the form and forward to venue/centre after returning to school or take a photograph/scan of the completed evaluation form.
- If there was any cause for concern i.e. safety, to complete an Incident Report / Evaluation Form and forward copy to Principal.

First Aid

A similar procedure for the administration of medicine to that which operates in school will apply to both day and residential visits.

- Before residential visits a medical form is completed with all necessary information and contact details. These are taken on the school trip and a copy of the full set left with the Principal back at base.
- All necessary medication should be given to the teacher/ Lead Teacher at the start of the day/ residential trip.
- An **administration of medicines record** should be kept on Residential Trips and retained securely in school afterwards (Appendix 13)
- In the case of residential trips and children participating who have long-term medical conditions Individual Medication Plans will be drawn up in consultation with parents, health professionals, our 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 teachers / helpers will be made aware of any participating child who is on the **Critical First Aid Register.**
- A First Aid Kit should be taken on every trip. A First Aid Kit is available from **Mr Caldwell**, the First Aid Co-ordinator, and should be checked, prior to the trip, to ensure it contains the agreed list of materials. It is the First Aid Co-ordinator to ensure First Aid Kits are adequately stocked with the

required materials and to check and restock these upon their return. The First Aid Co-ordinator should also supply additional First Aid supplies e.g. cool packs, burn packs for residential trips.

- In the event of an accident/incident a school **Accident/Incident Report form** should be completed and retained in school securely afterwards. Cognisance should be given as to whether an EA accident form should also be completed.
- A copy/scan should be retained of any Accident/Incident forms belonging to the venue which staff are required to complete or receive from venue staff members.

Out of School Activities

Children are often out of school in small groups for music, sport and so on. In most of these circumstances a bus should be hired. On some occasions where only a couple of children are involved children may travel in a teacher's car. In all such instances a teacher needs to seek parental permission (via Parentmail if at all possible) and needs to ensure that their insurance policy permits them to transport children in connection with their work.

Out of school activities that take place within close proximity to school (within a 10 mile radius) may have only two accompanying adults as 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 or other staff member/volunteer may be provided.

When classes go **swimming**, a Classroom Assistant should, where possible, accompany the class teacher to provide extra support. This is the same arrangement for visits to Legg Park as it is right beside the school.

All teachers taking children off the school site should carry a fully charged mobile phone.

RESIDENTIAL VISITS

Organising the trip

The Lead Teacher of the trip should:

- Seek Board of Governors' approval for the trip
- Book the trip (if possible before the summer holidays)
- Arrange a pre-visit (if possible) if the destination is new or unfamiliar.
- Notify parents of destination, dates, proposed cost etc to gauge interest.
- Issue parents with the standard Carrickfergus Model residentials letter along with payment details.
- Select accompanying Staff ensuring that at least one is First Aid trained.
- Complete a risk assessment (see above). In addition, teachers should be aware 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
- Complete the Educational Visit Proposal and Planning Checklist. Give to the Principal, as soon as details are arranged, and certainly no less than 6 weeks before the trip, for completion.
- Issue the parents and children with a detailed itinerary and seek permission for all aspects of the itinerary. Also provide a "What to pack" list etc.
- Ask each parent to complete a medical form.
- Hold meetings with the teachers and children in the weeks leading up to the trip.
- Contact school each day throughout the trip.
- Make arrangements for the care of pupil of spending money on the trip.
- During the trip the Lead Teacher will give the children instructions for the next session after each meal.
- Pay any outstanding bills and keep receipts as appropriate (with the assistance of the School Secretary).

- Have a follow-up evaluative discussion before feeding back to the trip centre or organising body.
- After the trip complete any provided evaluation form for the venue/centre. Please request a photocopy of this form. If this is not possible please retain the form and forward to venue/centre after returning to school or take a photograph of the completed evaluation form.
- If there was any cause for concern i.e. safety, please complete an Incident Report / Evaluation Form and forward copy to Principal.

Teacher/staff member/volunteer involvement

- Teachers/accompanying staff members or volunteers will meet in the week prior to departure.
- Aspects of the itinerary and any risks involved will be discussed and responsibilities delegated.
- Any medical, behavioural, special needs of the children will be raised.
- Teachers/ accompanying staff members or volunteers will be issued with the names, medical forms, money and other details for the children in their group.
- All teachers/accompanying staff members or volunteers will be made aware of their specific roles and responsibilities prior to and during the residential trip
- Emergency contingency plans, the critical incident procedure and communications plan with be explained to and copies provided for all teachers/accompanying staff members or volunteers
- Details of the children's meeting will be discussed so that all teachers/ accompanying staff members or volunteers are aware of expectations and can seek to apply rules consistently.
- All teachers/accompanying staff members or volunteers will share responsibility for enforcing bed-times, carrying out room inspections, organising their groups at each destination etc.

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.
- As far in advance as possible before departure parents will be issued with:
    - A detailed itinerary
    - Consent form (for all aspects of the itinerary)
    - Medical form
    - Code of Conduct for Pupils on a Residential Trip
    - "What to pack" list
    - Times for departure and return
    - Emergency contact details
    - Arrangements for phoning home
    - What to do with medicines
- Parents will be invited 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 meetings to discuss expectations regarding behaviour and organisation. The main aim of these discussions is to increase safety and enjoyment for pupils and staff alike.

The "code of conduct", in bold below should be covered with the children. The text in italics 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 the group leader. Children don't need to 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/accompanying staff members or volunteers or centre staff and put them into practice.
- **Mobile phones are to be left at home**
- **Parents and teachers will be issued with emergency contact numbers.**
- **A photocopied set of medical forms will be left with the Principal.**
- **Medicine is to be given to by group leaders and/or a designated 'residential trip nurse' during the residential.** *Inhalers and a travel sickness tablet for the outward and return journeys may be kept by the child.*
- **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/boat or airplane.** *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.*
- **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.*
- **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. Children should not interrupt the teachers/other staff or volunteers while they are eating.*
- There will be a **suggested amount of spending money** to be brought before the trip. The Lead Teacher will communicate arrangements for who is responsible for spending money depending on the context of the educational visit.
- **In the hotel/centre certain rules apply.** For example,
  - Bedrooms 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/centre and stand back if they meet someone at a doorway
- **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
  - Teachers'/Staff Rooms
  - Non-use of lift, kettles etc

Rules/ positive behaviour should be reinforced throughout the trip

CONTACTS

General Advice and guidance on the planning and implementation of educational visits can be accessed from the following personnel and organisations.

Organisation	Contact details
EA Dundonald Office	Grahamsbridge Road Dundonald BELFAST BT16 2HS Tel: 028 9056 6200 Fax: 028 9056 6266/7 e-mail: info@seelb.org.uk
EA Omagh Office	1 Hospital Road OMAGH BT79 0AW Tel: 028 8241 1411 Fax: 028 8241 1400 e-mail: info@welb.org.uk Emergency Number: 07833 668868
EA Belfast Office	40 Academy Street BELFAST BT1 2NQ Tel: 028 9056 4000 Fax: 028 9033 1714 e-mail: info@belb.org.uk
EA Antrim Office	17 Lough Road ANTRIM BT41 4QH Tel: 028 9448 2200 Fax: 028 9446 0794 e-mail: info@neelb.org.uk
EA Armagh Office	3 Charlemont Place ARMAGH Co Armagh BT61 9AX Tel: 028 3752 3811/028 3751 2200 Fax: 028 3751 2490 e-mail: info@selb.org.uk Emergency Number: 028 3751 2345
CCMS	Lisburn Office Linen Hill House 23 Linenhall Street Lisburn Co Antrim BT28 1FJ Tel: 028 9201 3014 e-mail: info.ccms@nics.gov.uk
NICIE	Northern Ireland Council for Integrated Education 25 College Gardens BELFAST BT9 6BS Tel: 028 9097 2910 Fax: 028 9097 2919 e-mail: info@nicie.org.uk
CSSC	Controlled Schools' Support Council Second Floor Main Building Stranmillis University College Stranmillis Road BELFAST BT9 5D Tel: 028 9531 3030 e-mail: info@csscni.org.uk

APPENDICES

APPENDIX 1 ** To be communicated with volunteers in advance of the educational visit via Parentmail or as a printed letter (in the case of a grandparent etc).*

CARRICKFERGUS MODEL PRIMARY SCHOOL

PARENT/CARER VOLUNTEER LETTER FOR EDUCATIONAL TRIP

Dear Parent

Thank you for agreeing to accompany the children on their educational (day/residential) visit to _____ on _____.

Carrickfergus Model Primary School has high expectations of pupil behaviour at all times but especially on educational visits. In promoting positive behaviour we aim to ensure the safety of the children is maintained, the educational purposes of the visit are met and that everyone enjoys the experience by working well together.

Noted below is some general information that we hope will be useful to you in assisting the teachers on this visit:

General Information:

- Children will usually be divided into small groups during the visit and you may be asked to supervise one of these groups.
- Teachers will give the children clear instructions about appropriate behaviour, both before and during the visit.
- We expect our children to respect all adults who are supervising them and respond to their instructions.
- If you have any concerns or questions please do not hesitate to ask any of the teachers accompanying the visit.
- Unless it is their own child, parent/carer helpers must never be alone with a child/group of children on a school trip – this includes toileting, intimate care needs or first aid/medical assistance. This is vital for Safe Guarding and Child Protection.
- If you have any Child Protection concerns please speak to the teacher immediately.

Specific Information:

Times:

Lunch Arrangements:

Other Details:

Once again, we really appreciate your willingness to offer your time in this way and look forward to working together to ensure the safety and enjoyment of all involved.

Yours sincerely,

APPENDIX 2 ** To be given, as a printed document, to the Principal by the Lead Teacher to seek Board of Governors' approval at their next available meeting. This should be in advance of communicating with parents. Confirmation of additional staff members participating can be added at a later date as long as the Lead Teacher is specified on the EVP form for Board of Governors' approval.*

CARRICKFERGUS MODEL PRIMARY SCHOOL
Educational Visit Proposal Form

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

Name of School	
* Name and address of other school(s) involved (if applicable):	
Educational objective(s) of visit:	
Place(s) to be visited:	

KEY STAGE GROUP:	Nursery	Foundation	Key Stage 1	Key Stage 2	Key Stage 3/4	Post 16
		[4-6 years]	[6-11 years]		[11-16 years]	[16+ years]
Tick						

Total Numbers of Pupils Involved	Your School Project	Male	Female
	*Other School(s) Project(s)	Male	Female

Category of visit		Circle as appropriate 3 4 5			
Proposed Dates(s)	From:	.../…/….	To:	……/……/……	Number of Days (incl):
Approx cost per pupil					
Activities to be undertaken:					

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

Transport Arrangements:	
Organising Company:	
Agency (if relevant):	
Other comments or information:	
Principal's Signature:	Date:
Chair of Governor's Signature:	Date:

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

APPENDIX 3 ** This is an electronic document in the School Trips folder on the Staff drive of the c2K network which should be completed by the Lead Teacher as and when required throughout the year. Principal permission is required for all educational visits so the Principal consent should be obtained before completing or adding to this form.*

CARRICKFERGUS MODEL PRIMARY SCHOOL

Educational Visit Approval Form

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

Year 20 _____ Term _____ Dates _____ to _____

Activity	Educational Objective(s)	Frequency (dates)	No of Pupils	Year group(s)/ age range	Category (1 or 2)

Approved _____ / _____

Signed Principal *Date:*

APPENDIX 4 * *This is an electronic document in the School Trips folder on the Staff drive of the c2K network which should be completed by the Lead Teacher as and when required throughout the year.*

CARRICKFERGUS MODEL PRIMARY SCHOOL
Educational Visit Planning Checklist Form

School: _____

Date of Visit: **From** _____ **to** _____

Venue: _____

Lead Teacher: _____

	Yes	No	N/A
The proposed visit has clear educational objectives			
The nature of the visit has been established			
The target group has been identified			
All the relevant information regarding the proposed educational visit has been presented to the management e.g. destination, itinerary, timescales etc			
The management has approved the proposed visit			
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			
• people who may be at risk have been identified			
• evaluation of the risk has been undertaken			
• additional safety and/or control measures have been established			
• information has been disseminated to all relevant persons and appropriate records maintained			
Where residual risks (inherent in all visits) still prevail an appropriate contingency/emergency plan has been put in place and disseminated to all relevant persons			

The number of leaders in attendance has been agreed: • a staff member has been identified as Lead Teacher			
• accompanying staff have been identified			
• volunteers have been identified			
• vetting procedures have been undertaken (where necessary)			
	Yes	**No**	**N/A**
Leaders are made fully aware of: • their roles and responsibilities (including Staff Code of Conduct)			
• the standard of conduct required of them during the visits			
Pupils and parents have been informed/briefed and understand the implications of their participation in the visit (including Pupils Code of Conduct)			
Parents/guardians have given their written consent to the young people participating in the educational visit			
All relevant information (medical, dietary and contact details) pertaining to the young people participating in the educational visit(s) has been obtained, recorded and appropriate action taken where necessary			
The transport arrangements for the group are appropriate for the nature / type of journey(s) planned			
Adequate insurance is in place to cover all aspects of the educational visit, including transport			
Where a residential visit is planned, the overnight accommodation has been assessed as appropriate in terms of: • its suitability for the group			
• its compatibility with the objectives of the visit			
Where the educational visit involves outdoor or adventurous activities, the Lead Teacher and accompanying staff members are satisfied that: • appropriate management structures and systems are in place in relation to child protection / health and safety			
• staff are competent to provide the activities			
• risk assessments for the activities the group will partake in are in place			

• all relevant checks have been undertaken to ensure the above are in place			
The Lead Teacher has approved the operational arrangements for the visits.			
Final Approval is obtained, as appropriate.			

APPENDIX 5 ** This is an electronic document on Parentmail which should be edited and sent to parents in advance of a residential trip. It is the responsibility of the Lead Teacher to do so, to collate the relevant information and to share this, as appropriate, with other staff members attending a school residential visit. All details should be stored before, during and after the visit in line with GDPR/data protection guidelines.*

CARRICKFERGUS MODEL PRIMARY SCHOOL
Educational Visit Parental Consent/Medical Form

School Name: CARRICKFERGUS MODEL PRIMARY SCHOOL

Date: _____

I consent to my son / daughter _____ DOB _____

taking part in the educational visit to be held on _____

Address: _____

_____

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

Please give details of:

1. Any current medical condition

2. Any medication being taken

3. Does your child use an inhaler? Yes/No
4. Does your child use an adrenaline pen? Yes/No

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

6. Emergency contact numbers:

i) Name _____ Work: _____

Mobile: _____

ii) Name _____ Work: _____

Mobile: _____

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

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

Signed …….…… (Parent/Guardian) Date

……..……..

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

APPENDIX 6 **This is both an electronic and paper document. Parents should sign a copy electronically on Parentmail acknowledging they have read and agreed to the Code of Conduct for Pupils on a Residential Trip. The Lead Teacher/class teacher should explain the Code of Conduct in person to pupils and they should sign a paper copy in school before attending.*

CARRICKFERGUS MODEL PRIMARY SCHOOL
CODE OF CONDUCT FOR PUPILS ON A RESIDENTIAL TRIP

(Under new guidance from the Education Authority in 2017, each pupil attending a residential trip should read the Code of Conduct with their parents and sign the agreement at the end. Thank you!)

- I will behave responsibly and show consideration for others, including my fellow pupils, school staff and members of the public;
- I will follow the instructions given by the school staff and staff of the residential accommodation or venue visited;
- I will look after my possessions and anything I borrow;
- I will keep all facilities, including my bedroom clean, tidy and undamaged. I will report any damaged or unsafe equipment immediately;
- I will abide by any rules and regulations of the places we visit;
- In the event of an emergency, I will follow emergency procedure instructions;
- I will inform school staff if I am worried or become upset about anything whilst I am away;
- I will inform school staff if I have any medical conditions that are bothering me or an injury;
- I will wear appropriate clothing e.g. for adventure activities, sun cream in warm weather, waterproofs in wet weather;
- I will agree to the restrictions on the use of mobile phones, smartphones, tablets, cameras, music players etc;
- I will agree to the instructions about pocket money and will let a member of school staff know if I lose money or do not have enough.
- I will follow the Anti-Bullying Rules that are in place at school and will inform school staff immediately if I think someone is being unkind.
- I have a right to enjoy myself on a school trip and so does everyone else.

On a coach or minibus:

- I will remain in my seat, unless given permission to do otherwise;
- I will wear my seat belt properly;
- I will not distract the driver by shouting out etc;
- If I begin to feel travel sick, I will inform a member of school staff;

On a ferry, at an airport and at a railway station:

- I will remain in a group at these busy locations;
- I will be aware of timings and meeting places;
- I will follow instructions from transport staff;
- I will follow instructions about being on boat decks;
- I will visit shops in pairs or groups – never alone;
- I will make I know where the group is based and how to locate school staff;

Staying in a hotel etc

- I will listen to, read and understand all of the instructions about fire and safety procedures;
- I will know (or ask) where the school staff can be found, especially at night;
- I will never leave the hotel / accommodation without a member of school staff;
- I understand the dangers of balconies and windows;
- I will follow the instructions about access to other people's bedrooms;

T*hank you for reading this. By following this Code of Conduct you are helping yourself and everyone else to feel safe and happy and to enjoy their time away with their friends.*

Signed (pupil) _____ Date _____
Signed (parent) _____ Date _____

APPENDIX 7 ** This document in the School Trips folder on the Staff drive of the c2K network which should be completed by the Lead Teacher for residential trips. It can also be completed for day trips or the Lead Teacher can choose to 1) take the contact details cards from the School Office for the duration of a day trip or 2) access Parentmail for contact details whilst outside of school.*

CARRICKFERGUS MODEL PRIMARY SCHOOL

Educational Visit Group Details Form

Group Details: _____

Date: _____

Name	Date of Birth	Gender M/F	Water Activities Yes/No	Medical Condition (If Any)	Special Dietary Needs	Emergency contact 1 (name and phone number)	Emergency contact 2 (name and phone number)

APPENDIX 8 ** This document in the School Trips folder on the Staff drive of the c2K network which should be completed by the Lead Teacher as required.*

CARRICKFERGUS MODEL PRIMARY SCHOOL

Educational Visit Incident Record Form

1 Name of School CARRICKFERGUS MODEL PRIMARY SCHOOL

2 Name of Lead Teacher _____

3 Date, Time and Location of Incident _____

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

_____ _____

_____ _____

_____ _____

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

_____

_____

_____

_____

_____

_____

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

_____

_____

_____

_____

_____

_____

Signed _____ Date _____

APPENDIX 9 ** This document in the School Trips folder on the Staff drive of the c2K network which should be completed by the Lead Teacher for all residential trips. For day trips, this can be an informal discussion amongst staff members present.*

CARRICKFERGUS MODEL PRIMARY SCHOOL
Post Educational Visit Review Form

Lead Teacher: _____

Visit to: _____

Dates From: _____ **To:** _____

Please comment on the following:-

Issue	Response
Was the venue suitable?	
Was the accommodation / food / equipment of a suitable standard?	
Were the venue staff competent?	
Were the travel arrangements appropriate?	
Were the educational objectives met?	
Was the content of programme relevant to the group?	
Were the young people effectively briefed prior to the visit?	
Were agreed procedures followed by all in a supervisory capacity?	
Are there any specific issues which need to be addressed as a result of this visit?	

Other Comments:

Signed Lead Teacher: _____ Date: _____

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

APPENDIX 10 ** This document in the School Trips folder on the Staff drive of the c2K network which should be completed by the Lead Teacher.*

CARRICKFERGUS MODEL PRIMARY SCHOOL
Educational Visit Risk Management Assessment

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

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

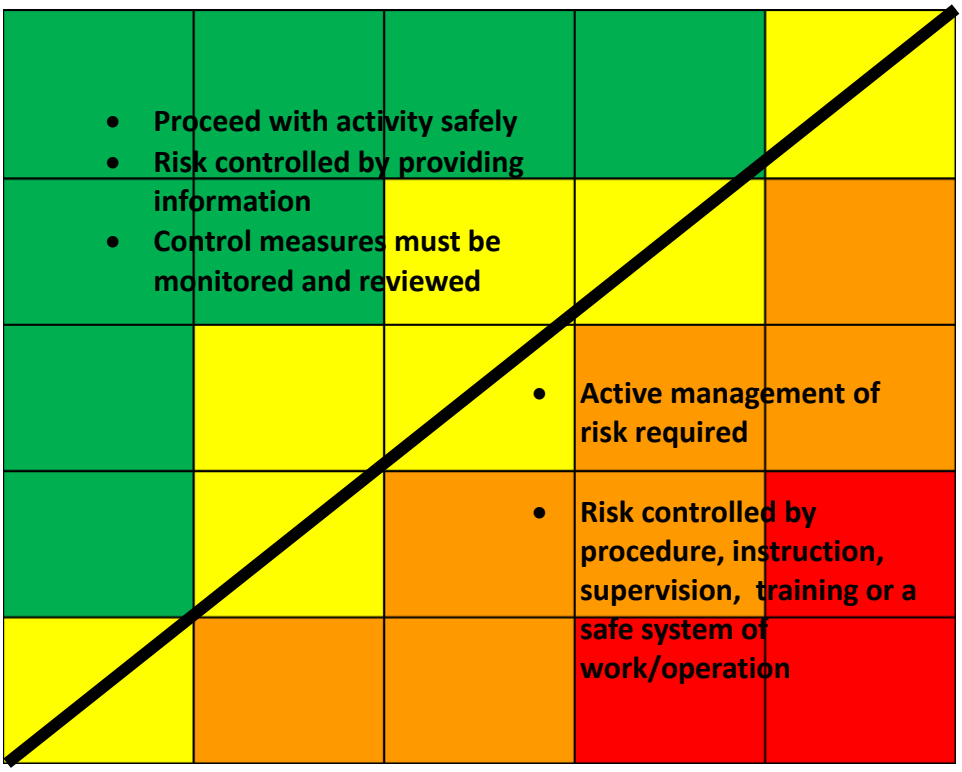
Risk = Probability of occurrence x Consequence of outcome

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

Score	**1**	**2**	**3**	**4**	**5**
1	**1 Trivial Insignificant**	**2 Trivial Insignificant**	**3 Trivial Insignificant**	**4 Trivial Insignificant**	**5 Low Tolerable**
2	**2 Trivial Insignificant**	**4 Trivial Insignificant**	**6 Low Tolerable**	**8 Low Tolerable**	**10 Medium Substantial**
3	**3 Trivial Insignificant**	**6 Low Tolerable**	**9 Low Tolerable**	**12 Medium Substantial**	**15 Medium Substantial**
4	**4 Trivial Insignificant**	**8 Low Tolerable**	**12 Medium Substantial**	**16 Medium Substantial**	**20 High Intolerable**
5	**5 Low Tolerable**	**10 Medium Substantial**	**15 Medium Substantial**	**20 High Intolerable**	**25 High Intolerable**

Risk Level	Action Required
1 – 4 Trivial/Insignificant	Acceptable. Activity should be regularly reviewed to ensure there is no change to the risk.
5 – 9 Low/Tolerable	Activity can proceed. Control measures must be monitored and reviewed as required to ensure they remain suitable and sufficient.
10 – 16 Medium/Substantial	Active management of risk required above score of 10. Activity can proceed, but with caution, ensuring control measures are maintained. Efforts should be made to reduce risk to low.
20 – 25 High/Intolerable	Unacceptable. Immediate action required. Activity should be stopped until control measures can be implemented to reduce risk to medium, then monitor

Risk Treatment



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

Lead Teachers 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 Lead Teacher.

As risk management is becoming recognised in all walks of life it is important that young people become involved in the process at the earliest possible stage.' (Teaching Geography, Vol.25, No. 2, April 2000, p. 74) Schools and youth groups need to develop young people's understanding of risk. This will equip and prepare them to undertake risk assessment and help them to determine how risk can or cannot be managed.

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

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

CARRICKFERGUS MODEL PRIMARY SCHOOL

Educational Visit Risk Assessment

NATURE OF ACTIVITY	HAZARDS	PEOPLE AFFECTED	EXISTING CONTROL MEASURES	Probability 1 - 5	Severity 1 - 5	RISK RATING Max 25	ADDITIONAL PRECAUTIONS NECESSARY
Risk Assessment – _____							

NATURE OF ACTIVITY	HAZARDS	PEOPLE AFFECTED	EXISTING CONTROL MEASURES	Probability 1 - 5	Severity 1 - 5	RISK RATING Max 25	ADDITIONAL PRECAUTIONS NECESSARY
Risk Assessment – General Risks							
All activities	Sickness/Injury Requiring the need for medical treatment	Students Staff	•All students carry an ID card •Insurance through NST •Details of medical conditions and medication will be obtained from parents; students to have sufficient medication for the entire trip •Written permission from parents to authorise teachers to approve appropriate medical treatment •Two experienced first aiders on trip •Contact numbers for parents, NST emergency medical service and insurance company to be carried by group leaders •In the event of an allergy (nut) or other allergic reaction the NST emergency medical service number will be contacted immediately	3	3	**9**	Should a pupil become ill during the trip their parents will be notified and professional medical help sought
Coach Travel	Risk of accident	Students Staff	•All teachers and students will wear seatbelts on the coach where available Students will be told not to move about coaches when in motion Reputable companies used throughout visit	2	5	**10**	

NATURE OF ACTIVITY	HAZARDS	PEOPLE AFFECTED	EXISTING CONTROL MEASURES	Probability 1 - 5	Severity 1 - 5	**RISK RATING Max 25**	ADDITIONAL PRECAUTIONS NECESSARY
Outside activities	Students getting lost	Students	•All students will be allocated to a particular teacher for whole trip •Students will be told to stay in groups (minimum 3) at all times and never to go anywhere alone •Students to be aware of school mobile number which will be carried by staff •In case of a student going missing, staff to be informed immediately	4	1	**4**	
All Activities	Risk of abuse of students by strangers	Students	•Students to stay in groups (minimum 3) at all times and never go anywhere alone •Students to be aware of school mobile phone number which will be carried by staff •In case of inappropriate contact from a stranger, staff to be informed immediately	2	3	**6**	
Coach Travel to and from Belfast International Airport	Road Accident Travel sickness	Students Teachers	•Reputable company used •All teachers and students will wear seatbelts on the coach where available •Students will be instructed not to move about coach when in motion •Coach company will provide bags for sickness	2 3	5 1	**10** **3**	Regular staff checks
Belfast International Airport/ Gatwick Airport/ Luton Airport	Students getting lost Injury Theft	Students	•Students will be allocated to a teacher and will check-in as a group. Teachers will retain boarding passes for students unless when needed for barding of aircraft. •Students will remain in their groups and board together. They will be counted regularly.	4 3 2	1 2 1	**4** **6** **2**	Teachers will supervise their groups and give clear instructions on a regular basis. Students may visit shops but they are not allowed to venture

	Lost boarding pass Attention from strangers		•Students will be seated together and will exit plane after the other passengers. •Students will be told to report any inappropriate attention from strangers to teachers immediately	4 2	1 3	**4** **6**	anywhere on their own. Any student straying from the group will be punished.
Hostel/Hotel	Sickness Accident and Injury Fire Attention from strangers	Students Staff	•NST have been requested to locate student rooms close together •Students will be assigned to specific room •Teachers' rooms have been requested to be on same level as students •Students will be told to report any inappropriate attention from strangers to teachers immediately •NST regularly inspect the quality and safety of hostel accommodation. •Teachers will draw students' attention to fire drill procedures •Students will be asked to keep doors closed at night, opening them to no one except a member of staff. Windows should remain closed unless they are on a safety or security catch. Only male staff will go into boys' rooms. Only female staff will go into girls' rooms. •Member of staff from hotel/hostel will be available at night time. •Students will not be allowed out of the hostel unless supervised by staff. •Students will be asked to be considerate of other guests.	3 3 2 2	3 3 5 3	**9** **9** **10** **6**	Students will be warned about behaviour and the avoidance of accidents. Students will read fire drill instructions in their rooms and check locations of exits Teachers will check all rooms for problems and risks Students will be given set times to stay in rooms and switch off lights. Teacher will be on duty in corridors at night time All teachers will have a list of rooms and occupants Students will be aware of the teachers' room locations.
Underground Journeys	Students getting lost Lost tickets Falling onto the line	Students	•Student to get off train at next stop and notify a member of the underground staff. •Student or member or rail staff to phone school mobile. •A member of staff will meet student at this point. •Teacher to speak to underground staff about replacement ticket	3 4 2	4 1 5	**12** **4** **10**	Head counts on the platform before embarkation and disembarkation. Students are given instruction what to do in case of failing to disembark

			•Ensure group stay behind the safety lines at tube stations				Student to phone school mobile Student to get assistance from member of underground staff Member of staff will meet student at point where they are located
Trip on the River Cruise	Water Accident / injury Getting lost Falling off boat Attention from strangers	Students Teachers	•Students supervised at all times to ensure safety •Students will be expected to be on good behaviour during the boat trip of the River Thames and staff will need to be vigilant that students stay within safe areas of boat. •Students will be told to report any inappropriate attention from strangers to teachers immediately	3 2 2 2	2 2 5 3	**6** **4** **10** **6**	Students will be warned about behaviour and the avoidance of accidents. Students to be in groups at all times Close teacher supervision of students Regular roll calls Staff to monitor school mobile phones for messages
Visits to Restaurants	Slips/ Trips Food Poisoning	Students Teachers	•Ensure that pupils are seated together in restaurants and supervised by teachers. •Slips/trips pupils must inform member of teaching staff and restaurant manager immediately •Use Food Hygiene Ration Schemes to assist in the choice of Restaurants.	2 2	2 3	**4** **6**	
Trip to Madame Tussauds	Slips/ Trips Evacuation/Fire	Students Teachers	•Ensure that pupils are seated together in theatre before lights go down and supervised by teachers. •Ensure no pupils leave the building without teacher supervision •Ensure that pupils are aware of evacuation procedures •Ensure all pupils accounted for at the assembly point.	2 2	2 2	**4** **4**	Student reminded of appropriate behaviour and manners. Close teacher supervision of students. Students remain with their allocated teacher Teacher does head

							count for their allocated group group, communicates with leader in charge
Trip to Natural History Museum Risk assessments for school groups carried out by The Natural History Museum have been attached to this document	Slips/ Trips Evacuation/Fire	Students Teachers	•Ensure that pupils are seated together in theatre before lights go down and supervised by teachers. •Ensure no pupils leave the building without teacher supervision •Ensure that pupils are aware of evacuation procedures •Ensure all pupils accounted for at the assembly point.	2 2	2 2	**4** **4**	•Student reminded of appropriate behaviour and manners. •Close teacher supervision of students. •Students remain with their allocated teacher Teacher does head count for their allocated group group, communicates with leader in charge
Trip to West End musical	Slips/ Trips	Students Teachers	•Ensure that pupils are seated together in theatre before lights go down and supervised by teachers. Ensure no pupils leave the building without teacher supervision during performance/at interval/at end of performance	3	2	**6**	Student reminded of appropriate behaviour and manners. Close teacher supervision of students
Trip on the 'Hop on Hop Off' bus tour	Road Accident Boarding and disembarking the bus	Students Teachers	•All teachers and students will wear seatbelts on the bus where available •Students will be instructed not to move about coach when in motion • Staff will expect students to observe Green Cross Code.	2	4	**8**	Regular staff checks. Close staff supervision when boarding and disembarking the bus
Shopping Trip in Oxford Street	Getting lost Attention from strangers Danger from traffic	Students Teachers	• Staff should ensure that students are safely escorted off underground at Oxford Street • Leaders will walk students around main part of Oxford Street and establish a location and time for meeting students. • Staff will expect students to observe Green	3 2 3	4 3 5	**12** **6** **15**	Students will be warned about behaviour and the avoidance of accidents. Students to be in groups at all times Close teacher

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

			•Students to have mobile phone numbers to contact staff if necessary				
<u>Moving around public areas in London</u>	Terror Attack Potentially involving gunshot, stab, vehicle and blast injuries	Students Teachers	•Staff and students briefed to be vigilant throughout visit •Staff and students required to download CitizenAID App onto mobile phone and familiarise themselves with Run-Hide-Tell procedure •Teachers to supervise movement of students in as small a group as possible •Potential target areas to be avoided where possible, e.g. Large railway stations, Houses of Parliament etc. •Appointed first aiders to be familiar with the 'Treat the Injured' section on CitizenAID.	4	5	**20**	Situation should be monitored prior to visit. If attack occurs anywhere in UK, trip may have to be reconsidered depending on circumstances. If already in place, and an incident occurs, group should be retained within hotel or an alternative place of safety.

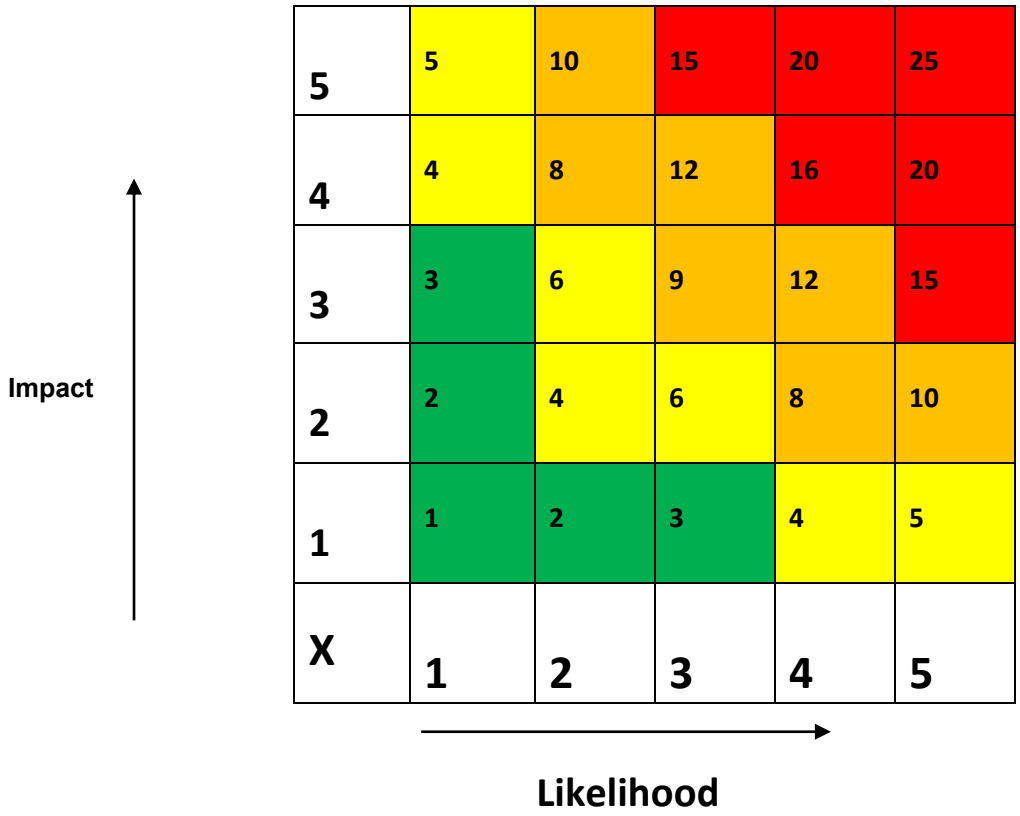
APPENDIX 10B ** This document in the School Trips folder on the Staff drive of the c2K network which should be completed by the Lead Teacher as required.*

CARRICKFREGUS MODEL PRIMARY SCHOOL

Educational Visit Behavioural Risk Assessment and Risk Management Plan – Individual Pupil

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

Risk Assessment - scoring reference tables



Score	Risk	Action
1-3	Low	Keep under review – monitor
4-6	Moderate	Review existing measures and consider effectiveness of current interventions. Draw up a level 1 Do's and Don'ts's Risk management plan
8-12	High	Draw up a Level 2 Risk management Plan and monitor; where a high level of risk is identified , review the effectiveness of the existing controls. Disseminate management strategies to all relevant staff.
15-25	Very High	Immediate action must be taken; draw up a detailed risk Management plan with involvement from external agencies. Seek support and advice as appropriate to ascertain the need for additional support/training to manage the risk more effectively

CARRICKFERGUS MODEL PRIMARY SCHOOL

Educational Visit Behavioural Risk Assessment and Risk Management Plan – Individual Pupil

Risk Management Plan – Individual Pupil

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

CARRICKFERGUS MODEL PRIMARY SCHOOL

Educational Visit Behavioural Risk Assessment and Risk Management Plan – Individual Pupil

Risk Management Plan – Individual Pupil (cont'd)

Identified Hazards:

Identified Risk/ Hazard (to self, to others, to property)	Preventative Measures	Reactive measures	Responsibility	Effectiveness of interventions/strategies
Risk to self: **Self-harming behaviour**				
Risk to others: **Verbal aggression**				
Physical violence – hitting, punching, kicking, throwing objects. **Physical violence with a weapon**				

CARRICKFERGUS MODEL PRIMARY SCHOOL

Educational Visit Behavioural Risk Assessment and Risk Management Plan – Individual Pupil

Risk Management Plan – Individual Pupil (cont'd)

Arrangements for sharing and communicating plan to staff and parents:

Staff Training Implications:

Identified training needs following risk assessment **Outline staff members to be involved** **Training to be provided by…..**

Monitoring and Review:

Review Date: Ongoing. Evaluation Arrangements:

Please sign that you have read and agreed with the Risk Assessment and Management Plan

Role	Name and Signature	Date

APPENDIX 11 ** This is an electronic document on Parentmail which should be edited and sent to participating staff members in advance of a residential trip. It is the responsibility of the Lead Teacher to do so. All details should be stored before, during and after the visit in line with GDPR/data protection guidelines.*

CARRICKFERGUS MODEL PRIMARY SCHOOL
CODE OF CONDUCT FOR ALL STAFF AND VOLUNTEERS
ON A RESIDENTIAL TRIP

Staff and volunteers leading and accompanying a group of students are at all times bound to follow the school's Child Protection Policy and by any other school policy which is relevant, including the Staff Code of Conduct.

Given the particular circumstances of educational visits, the Lead teacher and accompanying staff and volunteers must adhere to the following additional guidelines:

- the Lead teacher and accompanying staff and volunteers must discuss and agree supervisory duties in advance of the trip and carry out all duties so assigned throughout the period of the trip;
- the Lead teacher and accompanying staff and volunteers must ensure that their relationships with pupils are appropriate to the age and gender of the pupil, taking care that their conduct does not give rise to comment or speculation;
- the Lead teacher/ staff member or volunteer should avoid situations in which he/she is alone with a pupil. If such a situation is unavoidable, and should as far as possible ensure that he/she is in a public place with the pupil;
- the Lead teacher and accompanying staff and volunteers must not smoke in the presence of pupils during the period of the trip;
- the Lead teacher/ staff member or volunteer must ensure that their own conduct is appropriate in the circumstances and would not give rise to comment or speculation;
- if any incident occurs during the trip where a member of staff and or a volunteer feels that his/her actions may have been misconstrued, the member of staff and or a volunteer should report the incident to the Lead Teacher immediately and should, on return, provide a written and verbal report of the incident to the Principal.

Signed (Staff member/volunteer) _____ Date _____

Signed (Principal/Lead Teacher) _____ Date _____

APPENDIX 12

FIRST- AID KITS

First-Aid kits should contain sufficient quantities of suitable First-Aid material appropriate to the visit environment. For most First-Aid kits, sufficient quantities could be considered as:

- a general guidance card on First-Aid;
- twenty individually wrapped sterile adhesive plasters (assorted sizes) appropriate for the environment (you can provide hypoallergenic plasters, if necessary);
- two sterile eye pads, with attachments;
- four individually wrapped triangular bandages;
- six safety pins;
- six medium sized individually wrapped sterile, un-medicated wound dressings (approximately 10cm x 8cm);
- two large sterile individually wrapped, un-medicated wound dressings (approximately 13cm x 9cm);
- two extra-large sterile individually wrapped, un-medicated wound dressings (approximately 28cm x 17.5am);
- 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.

APPENDIX 13

Residential Trip title

Administration of Medicines Record

Date	Time	Pupil Name	Name of Medication	Dose Given	Any Reaction	Signature of Staff	Print Name

APPENDIX 14

CARRICKFERGUS MODEL PS
CONTINGENCY PLANNING – Residential Trips

Contingency Plan in Case of a Crisis/Disaster on a School Visit

The staff and Governors of Carrickfergus Model Primary School are always conscious that an emergency, crisis or disaster, affecting the school community, could happen at any time, either in school, on a school visit or in the local community. No one can predict, when or if, a disaster might occur. This policy and contingency plan were formulated to assist staff and Governors to deal with the immediate aftermath of a traumatic incident and with the distress and long-term effects on the pupils, families and staff. It is a policy that we hope we never have to use.

If a critical incident occurs while pupils are on a visit, the school emergency procedures should be activated by the members of staff present, who should:

1. Assess the situation.
2. Safeguard the uninjured members of the group.
3. If there are injuries, establish immediately the names of the injured people and the extent of their injuries.
4. Attend to the casualty/ies.
5. Inform the emergency services, and everyone who needs to know, about the accident
6. Notify the police if necessary.
7. Share the problem; advise all other group staff that the accident/emergency procedure is in operation.
8. Make sure every member of the group is accounted for.
9. Ensure that the injured are accompanied to hospital (preferably by an adult whom they know).
10. Ensure that the rest of the group understands what has happened, is adequately supervised and kept together.
11. Inform the school Principal, Mrs Miller, and pass on all the details, including names of casualties, their injuries, action taken and names of others involved. Mrs Miller (or Mrs. Kirkland) will initiate this policy, if the accident/emergency warrants.
12. As far as possible the Critical Incidents policy and roles assigned within it will be invoked as stipulated. It may be necessary to reassign roles to staff present on a school visit as directed by Mrs Miller (and Mrs Kirkland). Ordinarily, on a P7 residential, Mrs Kirkland will be responsible for implementing the Critical Incidents Policy in situ and on a P6 residential, Mr Caldwell.
13. Notify insurers, especially if medical assistance is required.
14. Notify the tour operator.
15. Ascertain telephone numbers for future calls.
16. As soon as possible, write down accurately relevant facts and witness details. Preserve any vital evidence.
17. Keep a written account of subsequent events, times and contacts after the incident.
18. Complete accident report forms, contacting EA and HSE if necessary.
19. **No one in the group should speak to the media.** Media enquiries should be referred to Mrs Miller or Mrs Kirkland. Mrs Kirkland is the designated Media officer for school. Communications from school may be delegated to other members of SLT as directed by Mrs Miller or Mrs Kirkland if required.
20. **No contact should be made with parents** except by designated members of staff (Mrs Miller or Mrs Kirkland in the first instance)
21. **There should be no communication via social media** concerning a critical incident by any

member of staff.

22. No one in the group should discuss legal liabilities with other parties.

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

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

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

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

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

During the visit:

- Be vigilant and aware of your surroundings – know where the exits are and where you would run to.
- Be aware of the possibility of suspicious items. (See point 5 the 4Cs - https://www.gov.uk/government/organisations/national-counter-terrorismsecurity-office).

- When staying at any place for more than 30 minutes, identify emergency meeting points in case the group is forced to move and becomes split.
- Avoid congregating too long around entrances to major public sites.
- At ports and airports don't linger unnecessarily on the public side of security screening.
- Be aware of the 'Stay Safe' principles: 'Run, Hide, Tell' and know what to expect if you encounter armed response officers (see point 2 in 'recognising the terrorist threat': http://tinyurl.com/pp4fxmu)
- The experience of the National Counter-Terrorism Security Office is that decisive leadership is key.

The website of the National Counter-Terrorism Security Office: https://www.gov.uk/government/organisations/national-counter-terrorismsecurity-office. If this link doesn't work, try http://tinyurl.com/o5qjkvs, or copy and paste the link into your browser.

The CitizenAid App, available for Windows, Apple and Android mobile phone operating systems, is available at: http://citizenaid.org/ All leaders and staff accompanying educational visits should download this key resource for use in emergency situations.