

HOLY ROSARY

Educational Visits Policy

2018

Review Date – September 2021

Mission Statement

Holy Rosary is a UNICEF Rights Respecting School and Article 29 of the United Nations Convention on the Rights of the Child (UNCRC) underlines our school mission:

In Holy Rosary Primary School we believe our school to be a vital part of the overall Catholic Community providing an educational experience in accordance with Christ's teaching that is inclusive and that celebrates diversity.

Our school is welcoming, caring, safe and secure, reflecting the highest standards of pastoral care. A child friendly school in which every child is encouraged to grow and develop into responsible citizens, able to make reasonable and informed decisions based in their faith, respect, rights, environmental/global awareness, equality and social justice.

We, in Holy Rosary PS, are committed to delivering a broad, balanced, creative, skills based curriculum, utilising modern technology and innovative resources and strategies, which reflect our high expectations and culture of achievement.

As a Level 2 **Rights Respecting School**, the United Nations Convention on the Rights of the Child is at the heart of our planning, policies, practice and ethos. We promote all articles in the UNCRC, in particular:

- Article 3: All adults should do what is best for you. When adults make decisions they should think about how their decisions will affect children.
- Article 13: The right to find out things and share what you think with others.
- Article 17: The right to get information that is important to your well - being.
- Article 28: You have the right to a good quality education.
- Article 29: The right to be protected from being hurt or mistreated and the right to help if neglected.

During the academic year it is important that the young people in our school experience a wide range of learning environments. The following information outlines how we follow the best practice guidelines for educational trips in our school.

The guidelines below are taken from the document 'Educational Visits – Interim Guidance for Schools 2017'.

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1. LEGAL RESPONSIBILITY

It is our duty as staff members to ensure the safety and welfare of the children are a priority during all educational visits. The following gives a brief outline of the legal requirements we adhere to:

Common Law Duty of Care

It is ... incumbent upon staff who are supervising young people to act reasonably in all circumstances.

Health and Safety at Work (Criminal Duty)

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

undertakings.

The Children's (Northern Ireland) Order 1995

The central thrust of the Order is that the welfare of the young person 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 followed during educational visits, especially those with a residential element.

- The young person's welfare must always be paramount and this overrides all other considerations.
- All young people have the fundamental right to be protected from harm.
- Young people have a right to be heard, to be listened to and to be taken seriously.
- Careful consideration must be given to young people who have special educational needs and adults should be aware that these children may be especially vulnerable.

2. ROLES AND RESPONSIBILITIES

The responsibility of educational visits rests with the school organising the visit.

School/Principal

The principal is responsible for granting permission for a visit to take place.

Board of Governors

The Board of Governor's role is to ensure that the best practice guidelines are developed and implemented within the school. To achieve this aim they will:

- Ensure that visits have specific educational objectives;
- Satisfy themselves that risk assessment have been carried out and that appropriate safety measures are in place;

- Ensure that all arrangements comply with the organisation's Child Protection and Health and Safety Policies;
- Ensure that the principal demonstrates how proposals comply with best practice;
- Assess and approve visit proposals (the principal has, however, been delegated this responsibility for unexpected trips that occur between the scheduled Board of Governor's meetings);
- Contribute to the establishment of an acceptable code of conduct (see appendices 4 and 5).

Key Stage Co-ordinators

The Co-ordinators' role is to ensure that the guidelines set out below are followed:

- There is an acceptable code of conduct for leaders and participants (see appendices 4 and 5);
- The visit complies with best practise outlined in this document;
- A competent Group Leader is selected;
- Child protection procedures are adhered to in the planning process, including the vetting of volunteer supervisors;
- All necessary arrangements and preparations have been completed including risk assessment, before the visit begins;
- The Group Leader has taken reasonable steps to familiarise him/herself with the location/centre where the activity will take place and has undertaken all relevant checks where an outside provider is to be used;
- Voluntary supervisors on the visit are appropriate people to supervise children;
- The ratio of leaders to young people is appropriate;
- Proper procedures have been followed in planning the visit;
- There is adequate and relevant insurance in place;
- The Group Leader has the address and phone number of the venue to be visited and has a contact name;
- A school contact has been nominated (normally the principal or Trips co-ordinator) and the Group Leader has details;
- The Group Leader, accompanying staff, volunteer supervisors and nominated school/youth organisation contact are aware of the agreed emergency contingency arrangements;
- The Group Leader, leaders and nominated contact have all relevant information on the group members;
- Establish any arrangements which may be required for the early return of an individual participant.

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

Group Leader

The group leader must ensure that the educational trip has a purpose and that the safety of the group is paramount. The following lists the responsibilities of the group leader:

- 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 document;
- Undertake and complete the planning and preparation for the visit including the briefing

- of leaders, pupils and parents;
- Take steps to become familiar with the location/establishment where the activity will take place;
- Undertake and complete an appropriate risk assessment;
- Inform parents as to the terms and conditions of any additional insurance cover taken out by the school;
- Collect relevant information on the young people proposed to participate in the visit to assess and confirm their suitability;
- Ensure the ratio of leaders to young people is appropriate for the needs of the group and the nature of the activity to be undertaken (see section 5);
- Clearly define the role of each member of accompanying staff and volunteer supervisors 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 (see appendices 4 and 5);
- Ensure child protection procedures are followed;
- Ensure that adequate First-Aid provision will be available;
- Ensure that, during the visit, leaders have up-to-date emergency contact details of parents and a central contact within the school (Form 6);
- Ensure that accompanying staff and volunteer supervisors and the central contact are aware of the emergency procedures;
- Ensure that the group's 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 young people is unacceptable and have in place procedures for such an eventuality;
- Regularly review visits/activities.

Accompanying Staff

Accompanying staff should endeavour to ensure the safety of everyone in the group and act as any reasonable parent would do in the same circumstances. They should also:

- Accept the authority and follow the instructions of the Group Leader;
- Under direction of the Group Leader, assist with the organisation of activities and discipline of the young people;
- Ensure that the established code of conduct, for leaders and participants is adhered to (see appendices 4 and 5);
- Consider stopping the activity and notify the Group Leader, if they think the risk to the health or safety of the group members in their charge, is unacceptable.

Volunteers in a Supervisory Role

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

Volunteers should:

- Endeavour to ensure the health and safety of everyone in the group;
- Not be left in sole charge of group members except where it has been previously agreed as part of the risk assessment;
- Follow the instructions of the Group Leader (which may be provided in writing)

- and other accompanying staff, and help with control and discipline;
- Speak to the Group Leader or accompanying staff if concerned about the health or safety of the young people, at any time during the visit;
- Endeavour to ensure that the established code of conduct, is adhered to at all times.

Nominated Contact at School Base

Dealing with unexpected situations can be aided by a central figure, (possibly the principal/Key Stage Co-ordinator, if not on the visit, or another senior member of staff if not on the visit) who will act as the contact person for both the group and the pupils' families.

Nominated Contact should:

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

Parents/Guardians

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

Parents should:

- Sign the consent form;
- Provide the school with an emergency contact number(s);
- Provide the Group Leader 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 (see appendices 4 and 5);
- Agree the arrangements established for a member of the group returning home due to unforeseen circumstances.

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

Responsibilities of Pupils

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

Where appropriate, pupils should be fully involved in the planning process. Please refer to the Pupils Code of Conduct in Appendix 4.

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.

Educational trips are arranged into five separate categories. Each category is outlined in appendix 1). Due to the different nature of the categories there are two different procedures to be followed.

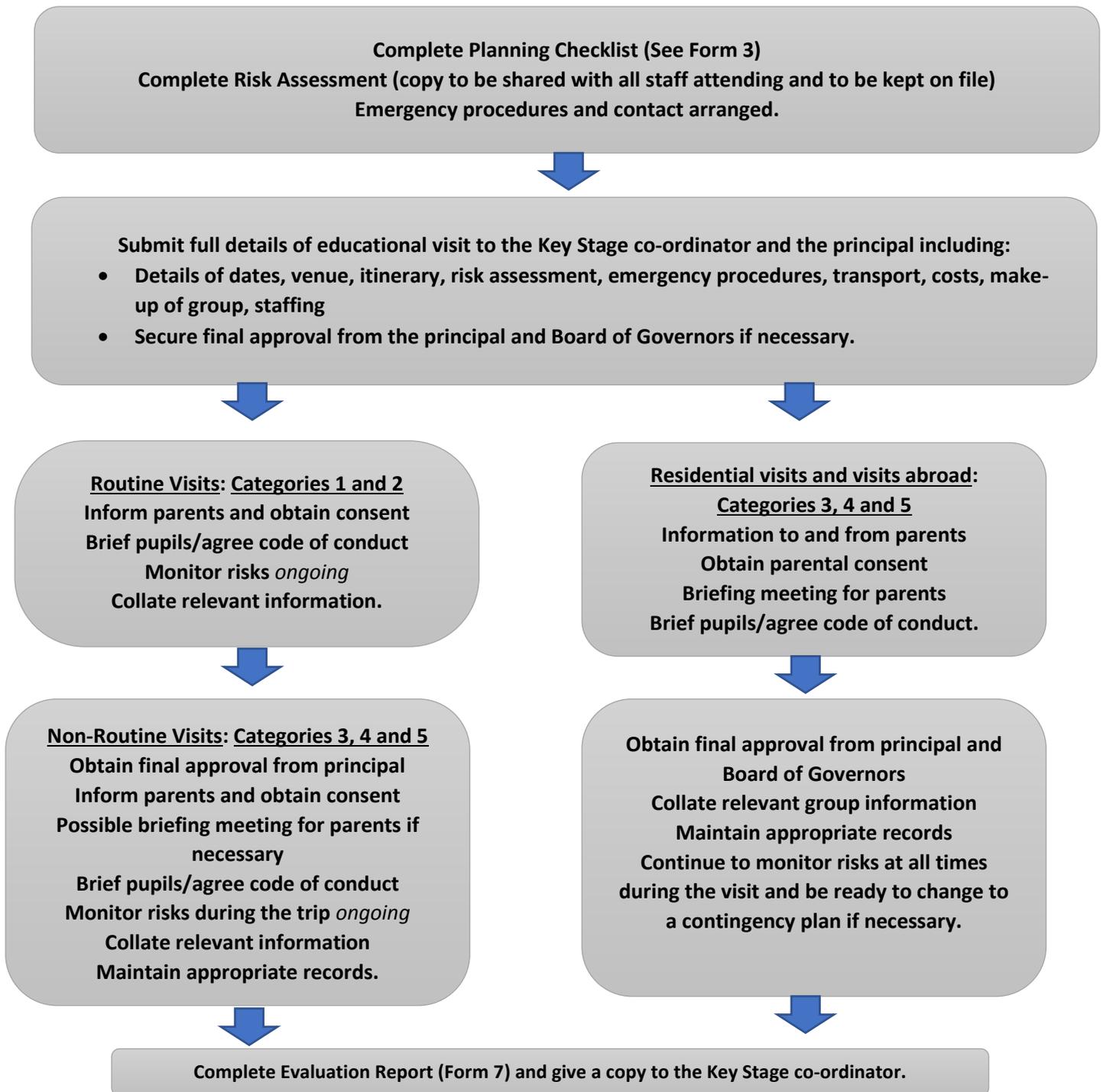
3. Overview of Planning Process

Identify/Propose Educational Visit

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graph TD; A[Identify/Propose Educational Visit] --> B[Submit and outline proposal to the principal & Key Stage co-ordinator<br/>• Include – purpose, proposed date, duration, venue, proposed activities, group make-up and size, staffing, resources, costs.]; B --> C[ ]
```

Submit and outline proposal to the principal & Key Stage co-ordinator

- Include – purpose, proposed date, duration, venue, proposed activities, group make-up and size, staffing, resources, costs.



4. RISK MANAGEMENT

Educational trips will always carry certain risks. The aim of a risk management is to ensure that these risks are at an acceptable level and have been considered during the planning phase of the visit.

Risk assessment allows the school/group leader to make a reasoned judgement of the risk and put in place measures to reduce risk to an acceptable level. Holy Rosary's online risk assessment form must be completed before each educational visit and a copy should be attached to the trip proposal or approval form.

- If the value for the outcome is 5 then steps must be recorded of how to manage this risk.
- If the trip carries a value over 20 or the risk of an activity is deemed too high then the Board of Governors/Principal may not give permission for the visit/activity to take place.

- If a specific risk is identified and measures put in place to reduce the risk this information must be disseminated to all supervising adults.

(Holy Rosary Risk Assessment forms can be found online in the PUBLIC folder)

5. SUPERVISION RATIO

The principal must be satisfied that the ratio of leaders to pupil meets recommended levels, and is appropriate to the educational visit to be undertaken.

Department Year Groups Ratio

PRE-SCHOOL Nursery - 1:6

FOUNDATION STAGE P1 & P2 - 1:10

KEY STAGE ONE P3 & P4 - 1:15

KEYSTAGE TWO P5 to P7 - 1:15

Responsibility for participants' supervision cannot be handed over to others, even where an educational visit is to a centre with its own supervisory staff, unless previously agreed with all concerned from the outset.

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

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.

6. TRANSPORT

It is school management's responsibility to ensure the transport provider meets the legal statutory requirements.

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

- Satisfy themselves that the vehicle is licensed and insured for purpose - this could involve asking for a copy of the insurance details;
- Seek the agreement of pupils' parents – this should be in writing;
- Satisfy themselves that the private car users do not carry more passengers than the number of seat belts available;
- Ensures that at least two adults are in the vehicle to comply with Holy Rosary's Safeguarding policy.

Buses need to be booked by the office staff NOT teachers. Teachers should ensure that the office staff are aware of the need to book a bus as soon as the school leadership have given permission for the trip to proceed.

The school leadership need to be consulted *in advance* if private cars or taxis are to be used to transport pupils.

7. INSURANCE COVER

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

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

8. 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 centres 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. Group leaders 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

9. EMERGENCY/CONTINGENCY ARRANGEMENTS

Establishing emergency procedures is an essential part of planning an educational visit. Everyone involved in the educational visit should be aware of the procedures that are to be followed in the event of an emergency.

Such procedures should outline clearly what is to be done during the actual emergency and after the event. An exemplar framework to follow is set out in Appendix 3.

Contingency planning relates to areas and circumstances which should be anticipated in advance of an educational visit, e.g. unsuitable weather, transportation problems, cancellation of an event, illness or

injury etc. It should also define roles and responsibilities for all staff involved in the organisation of the trip including senior managers remaining in school.

Those responsible for organising educational visits should familiarise themselves, and others involved, with relevant contingency arrangements.

Visit organisers should ensure that a clear communications plan is established with key contact numbers available. All staff members and parents of those taking part in the visit should be briefed and be provided with a copy of the procedure. It should clearly define the circumstances where contact should be made.

In the event of a medical emergency designated staff responsible for managing first aid/ medical emergencies should have knowledge of:

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

Critical Incidents

“A critical incident may be defined as any sudden and unexpected incident or sequence of events which causes trauma within a school community and which overwhelms the normal coping mechanisms of that school.” (iMatter Every School a Good School. A Guide to Managing Critical Incidents in Schools).

In the event of a critical incident (as defined above) occurring during a school visit the school’s critical incident management plan should be implemented.

The local critical incident response team may also be contacted for additional advice and support. Contact details for each team can be found on the Education Authority website.

10. BRIEFING

Parents

Parents/Guardians should be informed of all the activities their children will be involved in during the visit. For **categories 1 and 2** this will happen on their consent form. **Categories 3, 4 and 5** will have a separate letter informing the parents of all the activities. These forms should include:

- Dates and times of the visit;
- Cost of the trip;
- Transport arrangements;
- Supervising arrangements;

- Overview of activities (hazardous activities must be included in this overview).
- **Accompanying Staff**
- Staff should be informed of the following:
 - Educational purpose;
 - Make-up of participating group;
 - Details of all planned activities (including hazardous activities);
 - Expected level of participation in activities;
 - Arrangements for supervision (including details of rotas);
 - Roles and responsibilities of leaders and pupils;
 - An agreed code of conduct;
 - Health and Safety rules;
 - Procedures e.g. First Aid and money handling etc.

Pupils

Pupils should be briefed about the activities they will be taking part in during the visit. They must also be informed of and discuss the code of conduct and acceptable behaviour on the trip.

Please refer to **appendix 6** for a more detailed list of items to be included in briefing meetings.

Forms and Appendices

Contents

- Form 1 Educational Visits Approval Form (category 1 & 2)**
- Form 2 Educational Visits Approval Form (categories 3, 4 & 5)**

- Form 3** **Planning Checklist Form**
- Form 4** **Consent Form**
- Form 5** **Educational Visit Incident Record Form**
- Form 6** **Educational Visits Group Information**
- Form 7** **Post Visit Evaluation Form**
- Form 8** **Educational Visits Risk Assessment**

- Appendix 1** **Categories for Educational Visits**
- Appendix 2** **First Aid Kits**
- Appendix 3** **Emergency Procedures**
- Appendix 4** **Code of Conduct for Pupils**
- Appendix 5** **Code of Conduct for leaders, staff and supervisors for Educational Trips**
- Appendix 6** **Areas to be addressed during briefing of leaders, pupils and parents prior to visit**
- Appendix 7** **What should we do about visits given the current threat of terrorist attacks?**

Form 1



Holy Rosary Educational Visits Approval Form

(Categories 1 & 2)

Year: _____ Term: _____ Dates: _____

Educational Objective(s):	Frequency (Dates):	No. of Pupils:	Year Group(s)/Age Range:	Category of visit (1 or 2)
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Adults involved:				
Venue				
Transport Details:				
Risk Assessment Completed:				

Approved _____ / _____
Signed Principal *Date*

Approved _____ / _____
Signed Chairman of Governors *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 stated.

Form 2



Holy Rosary Educational Visits Approval Form

(Categories 3, 4 & 5)

Class/Group:	
Name of any other school/ youth	

group involved (if applicable):			
Dates of Visit	From:		To:
Educational Objective of visit:			
Place(s) to be visited:			

Key Stage Group (tick)

KEY STAGE GROUP:	Foundation	KS1	KS2

Total Number of Children Involved

Holy Rosary PS	Male	Female
*Other School/Group named above	Male	Female

Category and Cost of Visit

Category (circle)	3	4	5
Risk Assessment completed & approved:			
Approximate cost per child:			

Activities to be undertaken

--

Adults Involved

Staff & other adults involved:	Name:	Male	Female	ACCESS NI Checked:
Group Leader:				

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

	Yes	No	N/A
<i>Leaders are made fully aware of:</i>			
<ul style="list-style-type: none"> • their roles and responsibilities (including Staff Code of Conduct) 			
<ul style="list-style-type: none"> • the standard of conduct required of them during the visits 			
Pupils and parents have been informed/briefed and understand the implications of their participation in the visit (including Pupils Code of Conduct)			

Parents/guardians have given their written consent to the young people participating in the educational visit			
All relevant information (medical, dietary and contact details) pertaining to the young people participating in the educational visit(s) has been obtained, recorded and appropriate action taken where necessary.			
Where necessary packed lunches, taking into account specific dietary requirements, have been ordered from the school canteen.			
The method of payment for the trip has been clarified and organised; e.g. payment by cheque/cash on the day or invoice to the school after the trip.			
The transport arrangements for the group have been made and are appropriate for the nature / type of journey(s) planned			
Adequate insurance is in place to cover all aspects of the educational visit, including transport			
<i>Where a residential visit is planned, the overnight accommodation has been assessed as appropriate in terms of:</i>			
<ul style="list-style-type: none"> • its suitability for the group 			
<ul style="list-style-type: none"> • its compatibility with the objectives of the visit 			
<i>Where the educational visit involves outdoor or adventurous activities, the Education Visits Co-ordinator and group leader are satisfied that:</i>			
<ul style="list-style-type: none"> • appropriate management structures and systems are in place in relation to child protection / health and safety 			
<ul style="list-style-type: none"> • staff are competent to provide the activities 			
<ul style="list-style-type: none"> • risk assessments for the activities the group will partake in are in place 			
<ul style="list-style-type: none"> • all relevant checks have been undertaken to ensure the above are in place 			
The Educational Visits Co-ordinator has approved the operational arrangements for the visits.			
Final Approval is obtained, as appropriate.			

Form 4



Holy Rosary Educational Trip Consent Form

Date: _____ Year Group: _____

I consent to my son/ daughter* _____ (full name)

Taking part in the educational visit to _____ to be held on _____.

I confirm that he/she is medically fit to participate.

Please give any details of:

1. Any current medical conditions/ any medication being taken

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

3. Emergency contact numbers:

Home:

Work:

Mobile:

Other:

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, 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 stated.



Form 5

Holy Rosary Educational Visit Incident Record Form

Name of Group Leader: _____

Date, Time and Location of Incident: _____

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

(a)

(b)

(c)

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

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

Signed: _____ Date: _____

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 stated.



Form 6

Educational Visits Group Information

Year Group: _____ Visit to: _____

Group Leader: _____ Date/s: _____

Child's	D.O.B.	Gender	Medical	Special	Activity	Comments
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Dates : _____ 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 pupils effectively briefed prior to the visit?	
Were agreed procedures followed by all in a supervisory capacity?	
Are there any specific issues which need to be addressed as a result of this visit?	

Other Comments:

Signed group leader: _____

Date: _____



Form 8

Educational Visits Risk Assessment

Risk assessment can be undertaken by identifying the hazards and then assessing the risk. Note that a hazard is anything with the potential to cause harm. Risk is the likelihood of harm from the hazard being realised.

Probability of Occurrence Score Consequence of Outcome

Highly unlikely to ever occur

1 Slight inconvenience

May occur but very rarely

2 Minor injury requiring first aid

Does occur but only rarely

3 Medical attention required

Occurs from time to time

4 Major injury leading to hospitalisation

Likely to occur often

5 Fatality or serious injury leading to disability

Calculation

Probability of Occurrence Value x Consequence of Outcome Value = Risk Assessment Value

Hazard Identified People it will Affect Additional Safety/ Control Measure

(Example of Holy Rosary online Risk Assessment form to be copied here)

Appendix 1

Categories for Educational Visits

Category 1

Visits which take place on a regular basis.

(Non hazardous) and occur largely within establishment hours

For example: sporting fixtures, swimming pool visits and outings.

Category 2

One-off day /evening excursions (Non hazardous)

For example: 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)

For example: visits to residential centres, field centres, youth and school exchanges

Category 4

Residential visits outside the UK or Ireland (Non hazardous)

For example: international exchange visits, sporting events, cultural activities and international community work

Category 5

Hazardous Activities – residential and non-residential

For example:

Hill walking

Bouldering/ Gorge walking

Fieldwork Swimming in open water

Cycling/ mountain biking

Orienteering

Surfing

Rock climbing/abseiling

Rowing

Caving and potholing

Kayaking

Open canoeing

Windsurfing

Dingy sailing

Sub-aqua

Skiing/ Snowboarding

Horse riding

Angling

Waterskiing

Rafting

Appendix 2

FIRST- AID KITS

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

- a general guidance card on First-Aid;
- twenty individually wrapped sterile adhesive plasters (assorted sizes) appropriate for the environment (you can provide hypoallergenic plasters, if necessary);

- two sterile eye pads, with attachments;
- four individually wrapped triangular bandages;
- six safety pins;
- six medium sized individually wrapped sterile, un-medicated wound dressings (approximately 10cm x 8cm);
- two large sterile individually wrapped, un-medicated wound dressings (approximately 13cm x 9cm);
- two extra-large sterile individually wrapped, un-medicated wound dressings (approximately 28cm x 17.5cm);
- sterile water or sterile saline solution in sealed disposable containers for use in situations where mains tap water is not available. (Each container should hold 300ml and at least 3 containers should be provided. Once opened, the containers must not be re-used.);
- It may also be useful to carry first-aid scissors and medical tweezers.

As an alternative, a number of smaller 'travelling' first-aid kits can be carried containing the same amount of equipment overall, but spread throughout the group

Appendix 3

Emergency Procedures

Despite risk assessments in place and careful planning, things sometimes go wrong. To mitigate any further risk and recover the situation to normality as soon as possible, the following guidelines must be applied:

- emergency procedures must be established by the group leader and must be communicated to and understood by all members of the party;
- the group leader should ensure that adequate First Aid provision is available. A list of contents for a First Aid Kit is suggested in Appendix 8;

- in the event of a young person becoming ill or being injured, specialist help must be sought as appropriate and parents informed as soon as possible. Where the illness/accident/injury is serious the principal should be contacted. Responsibility for informing relevant authorities rests with the principal;
- if it is necessary due to the seriousness of the circumstances for the parents to visit the young person(s), the principal in conjunction with the governing body should make arrangements for them to do so.

A 'missing pupil policy' should be known in advanced by every member of the group including:

- action to be taken if separated from the group or lost;
- advice on where assistance may be sought;
- notifiable personnel and contact details;
- notification of safe return.

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

Contingency Planning

Group leaders must create a contingency plan for each visit/trip. All leaders and supervisors must be aware of the plan and senior staff remaining in school must also be aware and hold a copy of the contingency plan.

The contingency plan should be informed by the risk assessment. The group leader should initiate the contingency plan if any of the following circumstances arise or there is a high likelihood of them occurring before the trip returns to school or home:

- an immediate threat to the physical and emotional safety and well-being of the pupils and staff on the visit;
- an unplanned closure of the venue/destination for a period of time;
- a significant disruption to travel arrangements due to unforeseen circumstances (eg cancelled flights, mechanical breakdown etc.)
- an injury, illness or fatality involving a pupil or member of staff on the visit;
- a sudden serious illness, injury or fatality of a pupil, member of staff or close relative back at school or home;
- a criminal incident involving group members or leaders;
- involves the school/organisation having to provide a response to the media relating to any of the above.

It should be noted that this list is not exhaustive and group leaders should liaise with their School Principal if in any doubt about a situation.

Contingency plans should provide prompts for actions to be taken in the event of an identified situation arising. As part of the planning process group leaders should identify possible situations that could impact on the visit and then create a list of possible actions and contacts to be consider if the identified situation were to arise.

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

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

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

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

Appendix 4

CODE OF CONDUCT FOR PUPILS

For the visit to be both beneficial and enjoyable for all, pupils are expected to:

- behave responsibly and show consideration for others, including fellow pupils, staff and members of the public;
- comply with the instructions given by school staff;
- look after your own possessions and anything you borrow;
- keep all facilities clean, tidy and undamaged;

- abide by any rules and regulations of the places we visit;
- in the event of an emergency, follow emergency procedure instructions;
- understand and follow the rules about the purchase, possession and consumption of alcohol;
- understand and follow the rules about the purchase, possession and use of tobacco;
- understand that the possession and use of non-prescribed drugs and/or illegal substances is strictly forbidden;
- inform staff if you have any medical conditions or injuries;
- inform a member of staff if you have any concerns about safety or security;
- report any damaged or unsafe equipment;
- wear appropriate clothing;
- comply with any restrictions on the access to and use of social media and online services including agreement on the safe sharing and posting of photographs, videos and other information.

On a coach or minibus

- remain in your seat, unless given permission to do otherwise;
- wear your seat belt;
- do not distract the driver – no shouting out, no flash photography etc;
- if you begin to feel travel sick, inform a member of staff;
- when disembarking, be aware of traffic movement and direction.

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

- remain in your group at these busy locations;
- be aware of and comply with all timings and meeting places;
- understand and comply with security arrangements and limitations;
- follow instructions from transport operator staff;
- follow all instructions about being on boat decks;
- visit shops in pairs or groups - never alone;
- stay back from the edge of railway platforms;
- be sure you know where the group is based and how to locate staff.

Staying in a hotel/Residential Accommodation

- read and understand all instructions about fire and safety procedures;
- know the location of duty staff;
- comply with any instructions about permission to leave the hotel;
- comply with any instructions about access to parts of the hotel, e.g. bar, casino, swimming pool;
- understand the dangers of balconies and comply with any instructions about access to them;
- comply with instructions about access to other people's bedrooms;
- comply with any instructions about appropriate relationships amongst participants;
- comply with any instructions about appropriate relationships with others they may come in contact with;
- arrive on time for meals and meetings;
- comply with any restrictions on the use of mobile phones, smartphones, tablets, cameras, music players, etc;
- comply with any restrictions on internet access, and viewing TV, videos and DVDs, etc.

Excursions

- remain in your designated group;
- know which member of staff is your nominated leader;
- when unaccompanied by staff, ensure that you understand any instructions and limitations;
- always carry your emergency contact card.

I agree to abide by the above Code of Conduct.

Appendix 5

CODE OF CONDUCT FOR ALL LEADERS, STAFF AND SUPERVISORS FOR EDUCATIONAL TRIPS

Adult supervisors leading and accompanying a group of students are at all times bound to follow the Child Protection Policy. Given the particular circumstances of educational visits, adult supervisors must adhere to the following additional guidelines:

- supervisors must discuss and agree supervisory duties in advance of the trip and carry out all duties so assigned

- throughout the period of the trip;
- supervisors must ensure that their relationships with pupils are appropriate to the age and gender of the pupil, taking care that their conduct does not give rise to comment or speculation;
 - supervisors must not enter the bedrooms or sleeping accommodation of pupils unless accompanied by another supervisor except in an emergency or when such action is completely unavoidable;
 - a supervisor should avoid situations in which he/she is alone with a pupil. If such a situation is unavoidable, the supervisor should as far as possible ensure that he/she is in a public place with the pupil;
 - supervisors must avoid all physical contact with pupils, unless engaging in administering first aid or as part of the Holy Rosary's Reasonable Force policy;
 - supervisors must not consume alcohol during the trip;
 - supervisors must not smoke in the presence of pupils during the period of the trip;
 - supervisors must ensure that their own conduct is appropriate in the circumstances and would not give rise to comment or speculation;
 - if any incident occurs during the trip where a supervisor feels that his/her actions may have been misconstrued, the supervisor should report the incident to the group leader immediately and should, on return, provide a written and verbal report of the incident to the principal.

Guidelines for Dormitories

- Staff will not be alone with a child in any room or dormitory.
- Staff will not do things of a personal nature for children that they can do for themselves.
- It is not advisable for a male member of staff to enter a girl's dormitory unaccompanied by a female member of staff and likewise, it is not advisable for a female member of staff to enter a boy's dormitory unaccompanied by a male member of staff.
- It is important that a member of staff is identified as the person on whom they can call if the need should arise during the night. It should also be stressed that any child who has the need to call upon that member of staff should take another child to accompany them.
- Staff will not go into the toilet alone with children if possible.

Appendix 6

AREAS TO BE ADDRESSED DURING BRIEFING OF LEADERS, PUPILS AND PARENTS PRIOR TO VISIT

Prior to any educational visit (categories 3-5) the group leader should brief all leaders, pupils and parents.

Leaders

Supervision of pupil is paramount. The roles, responsibilities and detailed duties of all leaders must be worked out well in advance of a visit. Unless otherwise agreed, it must be assumed that leaders are on supervisory duty at all times. It is essential that all accompanying staff and volunteers should be fully briefed before agreeing to participate in an educational visit.

The briefing should include the following key areas:

- educational purpose;
- make-up of participating group;
- details of all planned activities, including any that are hazardous;
- expected level of participation in activities;
- arrangements for supervision, including details of rotas;
- roles and responsibilities of leaders and pupils;
- an agreed code of conduct (including the use of mobile phones and social media);
- health and safety rules;
- procedures e.g. emergency, First-Aid etc;
- cash handling arrangements, where necessary.

Parents of all pupils must be asked to sign a consent form giving:

- permission for their son/daughter to participate in activities;
- details of any medical or behavioural condition which may affect their participation including medications, allergies etc;
- emergency contact number;
- advance permission for urgent medical treatment if this is judged to be necessary by medical authorities.

The briefing of volunteers is particularly important as they are not part of the everyday life of the school and may not fully understand normal practices.

Therefore, volunteers must be:

Notified of and complete, vetting procedures prior to participation

Provided with guidance on the expectations and boundaries of their behaviour whilst participating in the educational visit.

Pupils and Parents

Pupils should be fully briefed before participating in an educational visit.

Information regarding the following should be provided:

- educational purpose(s) of the visit;
- date(s); • departure and return times;
- transport arrangements;
- address/location/accommodation;
- details of all planned activities, including any that are hazardous;
- health and safety rules;
- responsibility for themselves and others (see pupils Code of Conduct Appendix 4);
- arrangements for supervision;
- role and responsibilities of leaders and pupils;
- an agreed code of conduct (including the use of mobile phones and social media);
- procedures e.g. emergency, First-Aid etc;
- any special clothing or equipment needed;
- recommended maximum pocket money, if appropriate;

- liaison arrangements with school including an emergency telephone number;
- details of arrangements relating to any participant returning home early cash handling arrangements, where necessary;
- procedures in the event of a pupil getting lost or separated from the rest of the group.

At an early stage parents should be informed of the proposed visit. Where a visit includes a residential element, parents should have an opportunity to meet with accompanying staff and other volunteers.

Parents of pupils must put in place suitable arrangements for the pick-up and set down of their son/daughter prior to and after the educational visit. These must be agreed with the school in advance.

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

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

Appendix 7

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-terrorismsecurityoffice>. 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.