

EDUCATIONAL VISITS

Best Practice

2009

Glossary of Terms

Accompanying Staff

Members of staff, other than the Group Leader, who participate in the visit in a supervisory capacity

Educational Visits Co-ordinator

The person within the school or youth centre/project who has responsibility to ensure that the visit meets all requirements.

Employing Authority

This refers to the employers of the staff within schools and youth centres/projects for example:-

- Controlled schools and youth clubs-
The Education and Library Boards;
- Maintained schools -
The Council for Catholic Maintained Schools;
- Voluntary schools -
The Board of Governors;
- Voluntary youth clubs/groups -
The management committee

External Provider

An organisation or company outside the direct control of the employing authority of the visiting group, which provides all or some elements of the programme or services required by the group, e.g. tour operator, residential centre, leisure centre etc.

Governing Body/ELB Youth Section

In relation to schools, this refers to the schools' Board of Governors or in relation to a Statutory Youth Centre/Project, this refers to the Education and Library Board Youth Sections which have management responsibility for all statutory youth provision.

Group Leader

The accompanying member of staff who has overall responsibility for the group for the duration of the visit.

Hazard

The potential for anything or anyone to cause harm.

Leaders

The collective term for the adults who have responsibility for the young people, for the duration of the visit. (This includes Group Leader, accompanying staff and volunteer supervisor(s)).

Outside Operator

An organisation or company which provides a transport service, usually on a commercial or profit making basis.

Parents

Those with parental responsibility including 'guardians.'

Risk

The likelihood that harm will in fact result if **nothing** were done to either eliminate or in some other way control the hazard to limit its harmful potential.

Volunteer Supervisors

Adults other than staff members who participate in the visit, in a supervisory capacity.

Vulnerable Adults

People over the age of 18 years with Special Needs who require specific supervision and attention.

Young People

Children and young adults between the ages of 3 and 25 years.
(covering the ages between Nursery and the upper age limit of the Youth Service).

Young People with Special Needs

Children and young adults under the age of 18 years with Special Needs who require specific supervision and attention.

Youth Service Manager

The person who has operational management responsibility for the youth centre or project.

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1. INTRODUCTION

1.1

A working group, comprising representatives of key stakeholder groups, including Education & Library Boards, Council for Catholic Maintained Schools, Governing Bodies Association, Northern Ireland Council for Integrated Education, Education & Training Inspectorate and schools (primary, post primary and special) was established in order to review current practice in relation to educational visits.

1.2

The remit of the group was to draw up a best practice document which would provide guidance for all those involved in planning and carrying out educational visits, in line with current thinking and in accordance with relevant Health and Safety and Child Protection requirements.

1.3

The views of relevant persons and organisations were sought throughout the process of producing this document. In addition, province wide consultation was undertaken before the publication of the final document.

1.4

The working group wishes to put on record its total support for the widespread practice of involving young people in such visits and recognise the tremendous personal value that the participants derive from these experiences.

1.5

The working group recognises the enormous amount of dedication and hard work that organisers put into making all types of visit happen and acknowledges the degree of professionalism shown by school staff and youth workers who willingly take on these extra responsibilities.

1.6

It is the earnest wish of the working group that this document is used to support and give direction to the planning and organisation of visits so that they can continue to play an integral part in the development and education of many of our young people.

2. CONTEXT

2.1

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 or youth setting. Such educational visits help young people to develop a wide range of valuable personal and social skills.

2.2

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.

2.3

However, following a number of serious incidents involving young people, there is a growing concern amongst staff and parents that further steps are required in order to promote the highest standards of safety on educational visits.

2.4

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

2.5

Adherence to this guidance should reassure teachers and youth workers that they have followed best practice.

3. RATIONALE

3.1

This guidance on best practice has been developed in order to underpin the planning and implementation processes required for the successful and safe completion of educational visits, as defined in this document (See Section 4).

3.2

Schools and youth groups, should ensure that all educational visits undertaken by their staff conform to best practice.

3.3

The aim of this document is to assist those involved in the planning and management of educational visits, through the identification of roles and responsibilities, the clarification of procedures and the exemplification of best practice.

3.4

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).

4. DEFINITION

4.1

Within this document the term
'educational visits' refers to:

'all academic, sporting, cultural, creative
and personal development activities,
which take place away from the young
persons' school or youth setting, and
make a significant contribution to
learning and development of those
participating'

5. CATEGORIES OF EDUCATIONAL VISITS

Category 1

Visits which take place on a regular basis.
(Non hazardous) 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, youth 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
Waterskiing
Rafting
Rowing
Surfing
Bouldering/ Gorge walking
Swimming in open water

6. LEGAL CONTEXT

6.1

Under the common law, children, as with certain other groups of citizens, are legally entitled to receive special care and attention, in terms of their welfare and safety, by those in whose charge they are placed.

6.1.2

The safety and welfare of children while in the charge of others is specifically addressed through a number of statutes, the basic requirements of which are set out below.

6.2

Common Law Duty of Care (civil duty)

6.2.1

Within the context of this document, the common law 'duty of care' (a duty which is discharged daily by teaching staff and others who have a supervisory role with young people) relates to those activities which take place outside the school or youth centre/project setting.

6.2.2

The consequences of not adequately discharging common law 'duty of care' can be insured against under employee liability and public liability insurance provisions. It is nonetheless incumbent upon staff who are supervising young people to act reasonably in all circumstances, so that the personal safety and well-being of those in their care are not jeopardised during the visit.

6.3

Health and Safety at Work (criminal duty)

6.3.1

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.

6.3.2

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.

6.3.3

The manner in which such arrangements are developed is through the process of a risk assessment (See Section 12), the outcome of which acts as the basis for the organisation to establish that which needs to be put in place to allow the activity to proceed in a way which sufficiently manages the risks to which participants may be exposed.

6.4

The Children (Northern Ireland) Order 1995

6.4.1

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 young person must be the paramount consideration and it is this essential principle which underpins effective practice in the area of Child Protection.

6.4.2

The Order and associated guidance is reflected at local level through the publication of Child Protection Policies and Procedures by the Area Child Protection Committees within each of the four Health Boards. This guidance articulates more specifically the responsibilities of the statutory agencies, including education and identifies within the local context, the relevant contact personnel with responsibility for Child Protection within the respective statutory organisations.

6.4.3

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 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, as such children may be especially vulnerable.**

6.5 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. A signature on such a form is deemed to be an authorisation to allow the school or youth centre/project to process and retain the information for the purpose(s) stated.

7. 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.

This section outlines the roles and responsibilities of each.

7.1 School or Youth Centre/Project

The responsibility for any educational visit rests with the School or Youth Centre/Project organising the activity.

7.2 The Principal or Youth Service Manager

It will normally be the Principal/Youth Service Manager, with the agreement of the governing body/ELB Youth Section, from whom permission must be obtained before a visit takes place.

7.3 Governing Body/ELB Youth Section

7.3.1

Governing Bodies or ELB Youth Sections 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 organisation.

In pursuance of this aim the Governing Body/ELB Youth Section should:

- ensure that visits have specific educational objectives
- satisfy itself 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 the Principal/Youth leader-in-charge demonstrates how proposals comply with best practice
- assess and approve visit proposals
- contribute to the establishment of an acceptable code of conduct for both leaders and young people

7.4 Educational Visits' Co-ordinator

7.4.1

It is recommended that an individual member of staff is designated as the Educational Visits Co-ordinator in relation to individual schools.

7.4.2

This may be addressed in a number of ways depending on the size and nature of the school:

- The Principal may take on this role, or other person designated by the Principal
- In a larger school another member of staff may be designated as the educational visits co-ordinator for all visits e.g. vice-principal, senior teacher.

7.4.3

Ultimately, it is the Principal with agreement of his/her Governing Body, whose permission must be obtained.

7.4.4

In relation to statutory Youth Centres/Projects, the relevant Education and Library Board Youth Section, through its line management structures will designate Youth Service Managers to approve Educational Visits in Youth Centres/Projects, as appropriate.

7.4.5

Whichever the case, it is recommended that the responsibility for ensuring that the criteria outlined below are addressed, rests with the person designated as Educational Visits Co-ordinator.

The educational visits co-ordinator should be satisfied that:

- there is an acceptable code of conduct for leaders and participants (see section 8)
- the visit complies with best practice
- 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
- all relevant checks have been undertaken if an external provider is to be used
- the Group Leader has experience in supervising young people of similar age and ability to those participating and will organise and manage the group effectively
- where relevant, the Group Leader or one of the leaders is suitably qualified and competent to supervise and/or instruct the young people during activities
- the Group Leader has taken reasonable steps to familiarise him/herself with the location/centre where the activity will take place
- 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 cover
- the Group Leader has the address and phone number of the venue to be visited and has a contact name

- a school/youth contact has been nominated and the Group Leader has details
- the Group Leader, accompanying staff, volunteer supervisors and nominated school/youth 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 individual participants

7.4.5

The Principal/Youth Service Manager 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.

7.5 Group Leader

7.5.1

A member of staff should be designated by the Principal/Youth Service Manager as Group Leader. In the case of a school this should be a teacher.

7.5.2

The Group Leader will have overall operational responsibility for the supervision, discipline and conduct of the participants for the duration of the visit and should be experienced in organising such visits, the supervision of pupils, and all relevant health and safety matters.

7.5.3

They should be able to direct and lead young people, and be suitably qualified/competent to instruct them in activities, as necessary.

7.5.4

The Group Leader has a crucial role to play in the successful and safe completion of an educational visit.

The Group Leader should:

- obtain prior agreement and approval before any off-site visit takes place
- appoint a deputy, if appropriate, with the consent of the Principal/Youth Service Manager
- adhere to best practice
- undertake and complete the planning and preparation for the visit including the briefing of leaders, group members and parents
- ensure that all relevant checks (see section 18) have been undertaken if an external 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 insurance cover
- undertake and complete an appropriate risk assessment

- 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 14)
- 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 young people and ensure that adequate supervision is provided at all times
- ensure that the established code of conduct for both staff and young people is adhered to (see section 8)
- 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:
 - central contact
 - parents/guardians
- 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

7.6 Accompanying Staff

7.6.1

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

7.6.2

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.

Accompanying staff should:

- accept the authority and follow the instructions of the Group Leader
- under direction of the Group Leader, assist with the organisation of activities and discipline of the young people
- ensure that the established code of conduct, for leaders and participants is adhered to (see section 8)
- 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

7.7 Volunteer Supervisors

7.7.1

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

Volunteer supervisors should:

- 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 (see section 8)

7.8

Central Contact Back at Base (School or Youth Centre/Project)

7.8.1

Dealing with unexpected situations can be aided by a central figure, who will act as the contact person for both the group and the participants' families. This should be a responsible adult directly linked to the school or youth centre/project who is fully briefed on the details of the visit.

Central Contact should:

- retain details of the place to be visited, contact personnel and telephone number, and mobile number, if appropriate
- retain a copy of the contact details of all the participants' parents/guardians/next of kin
- retain a copy of the contact details of the Principal/Youth Service Manager
- be fully briefed and aware of his/her responsibilities including the action to take in the event of a serious incident

7.9

Parents (or those with parental responsibility)

7.9.1

Parents or those with parental responsibility, 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.

7.9.2

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 Group Leader 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 section 8)
- agree the arrangements established for a member of the group returning home due to unforeseen circumstances.

7.9.3

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.

7.10

Responsibilities of Young People

7.10.1

The Group Leader should, when briefing the young people, make it clear that they too have important responsibilities. This should be appropriate to the age and development level of the young people.

Young people should:

- act in accordance with the established code of conduct at all times
- avoid taking unnecessary risks (see section 8 & appendix 6)
- follow the instructions of the Group Leader, and leaders, including those at the venue of the visit
- dress and behave sensibly and responsibly
- respect the property of others
- be sensitive to local codes, customs, and the environment
- look out for anything that might hurt or threaten them or anyone in the group and tell a leader of their concern

7.10.2

Where appropriate, young people should be fully involved in the planning process.

7.10.3

General guidance for young people in relation to their safety on educational visits is included in Appendix 6. Further consideration may need to be given to this matter when dealing with young people with special needs.

8. CODE OF CONDUCT

7.11

The employing authority will generally retain a number of responsibilities:

The employing authority may provide:

- advice and support for governors, principals, youth service managers, teachers, youth workers and other appropriate staff
- guidance on best practice
- training, as appropriate
- emergency telephone contact for the duration of the visit as necessary
- insurance cover, as appropriate

8.1

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

8.2

The code, which would apply equally to all participants, should be drawn up by the school's or youth centre's/ project's management, in consultation with staff and young people, if appropriate, and be agreed by the governors or management committee.

8.3

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

8.4

The code should aim to ensure that respect for the individual is maintained at all times and that neither peers nor others expose the young people to risk of physical, sexual or emotional abuse or harassment.

8.5

It is the responsibility of the leaders to maintain standards of behaviour and discipline while on educational visits. Leaders cannot avoid setting an example to group members in everything they do or say. Therefore, as far as possible, the leaders and young people should be subject to the same code of conduct.

8.6

While on a residential, leaders remain responsible for the conduct and safety of young people 24 hours a day. This should be taken into consideration when deciding on appropriate behaviour, practice and supervisory arrangements.

8.7

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.

9. EDUCATIONAL VISITS - PROCEDURES

8.8

In developing and agreeing a code of conduct, the aim should be to reflect the ethos of the school or youth centre/project, the nature of the place(s) visited and/or the activities undertaken.

8.9

The code of conduct should address issues relevant to the age and development level of the group members, for example:

- smoking
- drinking alcohol
- use of illegal drugs or mind altering substances
- appropriate relationships amongst participants
- appropriate relationships with others they may come in contact with
- security of personal belongings
- respect for individuals' privacy
- equality of opportunity
- expectations in relation to the completion of essential tasks
- acceptable manners and general behaviour thereby promoting enjoyment by all

8.10

The organisation, either school or youth, has the right to refuse any young person from participating in the visit, whose involvement may be considered to be a danger to him/herself or to the group.

8.11

Under no circumstances should persons other than official group members join the party.

9.1

Great importance should be placed on the careful planning and preparation for all educational visits to ensure both educational benefit and safety. In order to assist this process the following procedures have been developed.

9.2

The very different nature of educational visits undertaken by schools or youth centres/projects necessitated the establishment of two different sets of procedures and documentation to support different types of visit ie. 1 and 2 and categories 3, 4 and 5.

Visits in categories 1 and 2 encompass all non hazardous visits, both those which occur on a regular basis and one-off events. This can range from taking a group of pupils to the local swimming pool on a regular basis or a one off attendance at a theatre production.

Visits in categories 3, 4 and 5 encompass all visits which involve either a residential element or hazardous activities.

9.3

The procedures associated with both sets of visits are set out step by step below and, where appropriate, relevant forms are highlighted.

9.4

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

Step 1 Identification of educational visit – objective

The school or youth/centre project 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 proposed visit(s) are submitted on the EVA Form to the principal/ youth service manager for approval. They should be approved, and noted by the Governing Body / ELB Youth Section, before they proceed.

Step 3 Implementing appropriate risk management

It should be ensured that all visits are organised in accordance with relevant school/youth policies (e.g. Health and Safety and Child Protection) and take cognisance of best practice, as set out in this document.

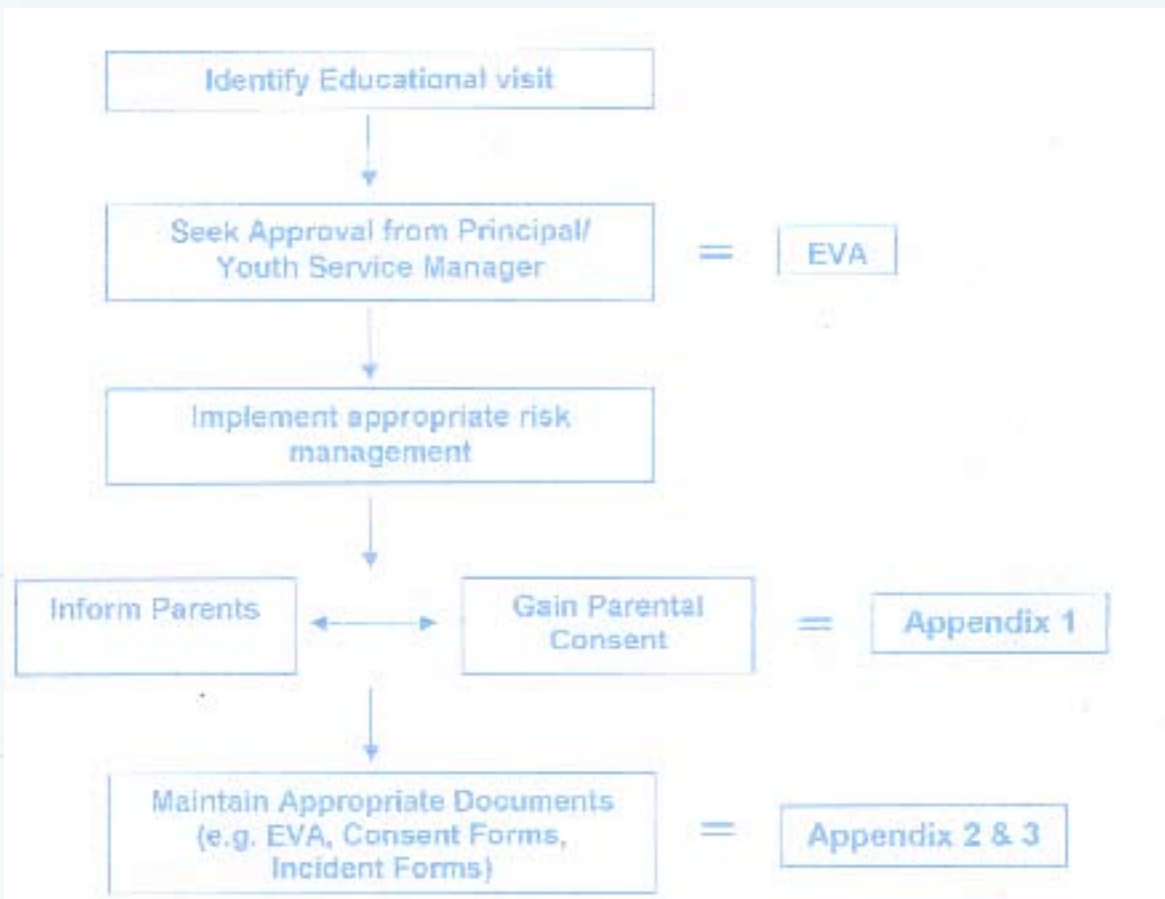
Step 4 Informing the parents

Parents should be informed (perhaps, at the beginning of each school term) about the educational visits their children will participate in. It is for the individual school or youth centre/project to decide how this might be done, but it might be by means of a letter. Once parents have been informed of these visits they should be asked to give their consent in writing.

Step 5 Maintaining records

Copies of all forms (e.g. EVA and Consent Forms) and any other relevant information should be filed at the school or youth centre/project.

In the case of an incident / accident occurring, all appropriate documentation from the relevant Employing Authority must be completed.



9.5 PROCEDURES STEP BY STEP FOR VISITS IN CATEGORIES 3, 4 AND 5

Step 1 Identification of educational visit – objective

The school or youth centre/project identifies an area or areas of the curriculum for which an educational visit may be an essential or relevant component.

Step 2 Initial Approval

Details of proposed visit should be submitted to the Principal/Youth Service Manager for consideration in consultation with the Governing Body/ELB Youth Section. The EVP should be used for this purpose and any relevant information attached eg. details of residential centre to be used. It is the responsibility of the Principal in consultation with the Governing Body or Youth Service Manager in consultation with the ELB Youth Section, to decide whether a visit should proceed. It is essential, therefore, that they be 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. (See page EV1 Checklist page 33/34)

Step 4 Briefings

Staff, volunteer supervisors, parents and pupils, (see section 11), 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 in writing. The exemplar form (Appendix 1) may be used for this purpose. In the case of young people over the age of 18, with severe learning difficulties or vulnerable adults, consent is also required.

Step 5 Information collated

It is important to gather together all relevant information about the young people participating in the visit. This should be collated by the group leader and the originals retained by the school or youth centre/project. Appendix 2 provides an exemplar form.

Step 6 Final Approval Secured

Visits in this category can only proceed once final approval has been secured from the Principal/Youth Service Manager and the Governing Body/ELB Youth Section. The EVP form should be signed by both the Principal/Youth Service Manager and the Chair of the Governing Body/ELB Youth Section 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 or youth centre/project. Any changes to the original approved visit must be agreed, as appropriate, prior to the event taking place.

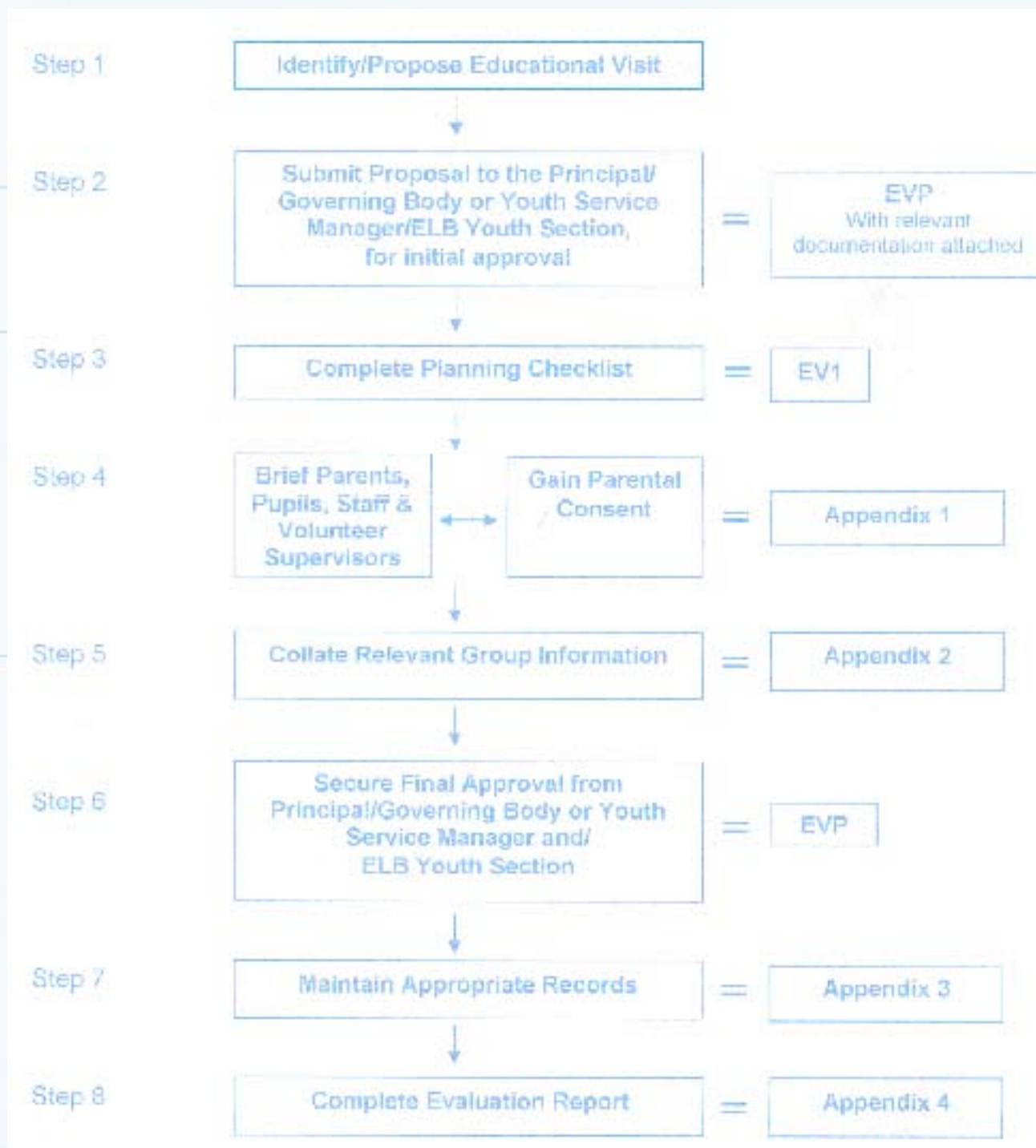
An exemplar educational visit incident/accident form is included in Appendix 3. This form may be used by accompanying staff to keep a record of the pertinent information required of any incident or accident that occurs during an educational visit.

The group leader 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 relevant personnel and maintained by the school or youth centre/project for future reference. Appendix 4 may be used for this purpose.

9.5 Categories 3, 4 & 5 Residential and Hazardous Activities



10. OVERVIEW OF PLANNING PROCESS

This planning schedule has been designed as a guide to the overall planning process and encompasses the major issues that need to be addressed.

- i The proposed visit has clear educational objectives.

The nature of the visit has been established.

The target group has been identified.

- ii All the relevant information regarding the proposed educational visit has been presented to the management e.g. destination, itinerary, timescales etc.

- iii The management has approved the proposed visit.

- iv An initial risk assessment has been undertaken for all aspects of the visit 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

- v Where residual risks (inherent in all visits) still prevail an appropriate contingency/emergency plan has been put in place and disseminated to all relevant persons.

- vi The number of leaders in attendance has been agreed:

- a staff member has been identified as Group Leader
- accompanying staff have been identified
- volunteer supervisors have been identified
- vetting procedures have been undertaken, as required

- vii Leaders are fully aware of:

- their roles and responsibilities
- the standard of conduct required of them during the visits

- viii Young people and parents/guardians have been informed/briefed and understand the implications of their participation in the visit.

- ix Parents/guardians have given their written consent to the young people participating in the educational visit.

- x All relevant information (medical, dietary and contact details) pertaining to the young people participating in the educational visit has been obtained, recorded and appropriate action taken where necessary.

- xi The transport arrangements for the group are appropriate for the nature / type of journey(s) planned.

- xii Adequate insurance is in place to cover all aspects of the educational visit, including transport.

- xiii 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(s)

- xiv Where the educational visit involves outdoor or adventurous activities, the Educational Visits Co-ordinator and Group Leader 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
- all relevant checks have been undertaken to ensure the above is in place

- xv The Educational Visits Coordinator has approved the operational arrangements for the visits.

- xvi Final Approval is obtained, as appropriate

11 BRIEFING OF LEADERS, YOUNG PEOPLE AND PARENTS

11.1

Prior to any educational visit the Group Leader should brief all leaders, young people and parents.

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

11.2 Leaders

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

11.3 Young People

11.3.1

Young people should be fully briefed before participating in an educational visit.

11.3.2

Information regarding the following should be provided:

11.2.1

The briefing should include the following key areas:

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

- educational purpose(s) of the visit
- date(s)
- departure and return times
- transport arrangements
- address /location/accommodation
- details of all planned activities, including any that are hazardous
- health and safety rules
- responsibility for themselves and others (see young persons responsibilities Appendix 6)
- arrangements for supervision
- role and responsibilities of leaders and young people
- an agreed code of conduct
- procedures e.g. emergency, First-Aid etc
- any special clothing or equipment needed
- recommended maximum pocket money, if appropriate
- liaison arrangements with school/youth group including an emergency telephone number
- details of arrangements relating to any participant returning home early
- cash handling arrangements, where necessary

11.2.2

The briefing of volunteer supervisors is particularly important as they are not part of the everyday life of the school or youth centre/project and may not fully understand normal practices. Therefore, volunteer supervisors must be:

- notified of and complete, vetting procedures prior to participation

11.4 Parents

11.4.1

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

11.4.2

Information provided to parents should include:

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

11.4.3

Parents of all young people under the age of 18, and vulnerable adults, must be asked to sign a consent form giving:

- permission for their son/daughter to participate in activities

- details of any medical or behavioural condition which may affect their participation including medications, allergies etc

- emergency contact number

- advance permission for urgent medical treatment if this is judged to be necessary by medical authorities

11.4.4

Parents of young people under the age of 18, and vulnerable adults, must put in place suitable arrangements for the pick up and set down of their son/daughter prior to and after the educational visit. These must be agreed with the school or youth centre/project in advance.

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

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

12 RISK ASSESSMENT

12.1

Educational visits cannot be entirely risk-free. The aim, therefore, must be to contain risks within acceptable levels. This is achievable provided that organisers give careful consideration to this best practice document.

12.2

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.

12.3

Fundamental to the planning process of any educational visit is the process of risk assessment.

12.4

Risk assessment allows schools and youth groups to make a reasoned judgement about the level of risk involved and what needs to be put in place to reduce the risk to an acceptable level to permit the visit to go ahead.

12.5

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

12.6

Risk assessment comprises the following steps:

- identifying the hazards
- identifying the people who may be at risk
- evaluating the potential risk

- establishing additional safety and/or control measures
- disseminating information to all relevant persons and maintaining appropriate records

12.7

The Group Leader should understand that risk assessment is a dynamic process and therefore must carry out on-going risk assessment during an educational visit and ensure that appropriate action is taken as necessary.

12.8

An example of an approach to Risk Assessment, using a scoring mechanism, is contained in Appendix 5.

It should be recognised that there are other examples of good practice that already exist in schools. Existing good practice should be built upon and disseminated across the school or youth centre/project.

13 EMERGENCY/CONTINGENCY ARRANGEMENTS

13.1

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.

13.2

Such procedures should outline clearly what is to be done during the actual emergency and after the event. A possible framework to follow is set out in Appendix 7.

13.3

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.

13.4

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

14 SUPERVISION AND STAFF RATIOS

14.1

It is important to have the optimum ratio of leaders to young people for any educational visit. Supervision ratios should relate to:

- the category of the educational visit; (Section 5)
- the specific educational objective(s) and;
- the outcome of a risk assessment.

14.2

Recommended Staffing Ratios

14.2.1

The Principal/Youth Service Manager must be satisfied that the ratio of leaders to young people meets recommended levels, and is appropriate to the educational visit to be undertaken.

14.2.2

Under normal circumstances the staff/pupil ratios detailed in this section should not be exceeded.

14.3

Ratios – Requirements

	Age Group	Age	Ratios
PRE-SCHOOL	Nursery		one adult for up to a maximum of six young people
PRIMARY	Foundation Stage (P1/P2)	4/6	one adult for up to a maximum of ten young people
	Key Stages 1 and 2 (P3-P7)	6/11	one adult for up to a maximum of fifteen young people
POST-PRIMARY	Key Stages 3 and 4 (Yr 8-12)	11/16	one adult for up to a maximum of twenty young people
	Post-16 (Yr 13/Yr14)	16+	one adult for up to a maximum of twenty young people

14.3.1

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.

14.3.2

Risk assessment may include the risk assessment of individual pupils, particularly within the special schools sector. This will have a direct influence on supervision ratios.

14.4

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
- young people 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 young people
- prevailing weather conditions and time of year
- duration and location of planned activities

14.5

The following requirements should also be considered when establishing ratios:

- Under normal circumstances in post-primary schools and post-primary youth centres/projects and where it is possible in primary schools and primary youth centres/projects, 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

- Bus drivers i.e. those employed for the sole purpose of driving should not be considered as supervisory staff
- 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
- 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 others 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.

14.6.1

In nursery, small primary and special schools and in small youth centres/projects, the need to involve volunteer supervisors is an accepted practice.

14.6.2

To recruit suitable persons it may be necessary to:

- cluster with another nursery, primary school or youth group
- link with a local post-primary school
- establish co-operative arrangements with community groups
- enlist governors
- enlist parents
- enlist appropriate board personnel

15 VETTING

15.1

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

15.2

This includes the requirement to ensure that staff who work with, or have access to young people have been subject to appropriate vetting procedures. Although the Department of Education guidance is framed in terms of schools, the procedures outlined are equally relevant to the Youth Service.

15.3

The need to vet volunteer supervisors 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.

15.4

Therefore, it is required that all adults, who accompany groups of young people under the age of 18 are vetted in line with the employing authority procedures.

15.5

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

15.6

In addition, schools and youth groups 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 young people.

16 TRANSPORT

16.1

The management of the school or youth centre/project, must be satisfied that all the transport arrangements meet the legal statutory requirements for the type of journey proposed.

16.2

Areas to consider:

- that the operator holds a valid Operator's Licence (this can be checked out by contacting the DOE or looking at their web site)
- the mode of transport is appropriate to the needs of the young people
- 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

16.3

Where schools or youth centres/projects 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.

16.4

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

- satisfy themselves that the vehicle is licensed and insured for the purpose
- seek the agreement of the parents of the young people involved
- satisfy themselves that private car users do not carry more passengers than the number of seat belts available
- do so in accordance with the organisation's Child Protection policy

17 INSURANCE COVER

17.1

The school or youth centre/project must ensure, well before the group departs, that adequate insurance arrangements are in place.

17.2

Principals/Youth Service Managers should clarify with their employing authority what insurance provision already exists and what additional cover may need to be arranged.

17.3

Parents should be informed of which responsibilities the school or youth centre/project accepts and the scope of any insurance cover the school or youth centre/project is to arrange.

17.4

Copies of the insurance schedule should be made available to parents as early as possible in the booking process.

17.5

The employing authority and/or insurance company can advise on particular types of insurance requirements and cover arrangements, for example:

- personal injury
- medical cover for leaders and group members
- third party in relation to loss or damage to property
- specialised risk activities (often excluded from standard policies)

17.6

Additional arrangements may be necessary to obtain insurance cover for:

- activities abroad and activities of a potentially hazardous nature
- participants with medical conditions
- cancellations or other emergency situations

17.7

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.

17.8

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

18 USE OF EXTERNAL PROVIDERS

The term 'External 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 or youth centre/project has opted to use the services of an 'External Provider' the Principal/Youth Service Manager 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
- 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 a risk assessment.

Note:

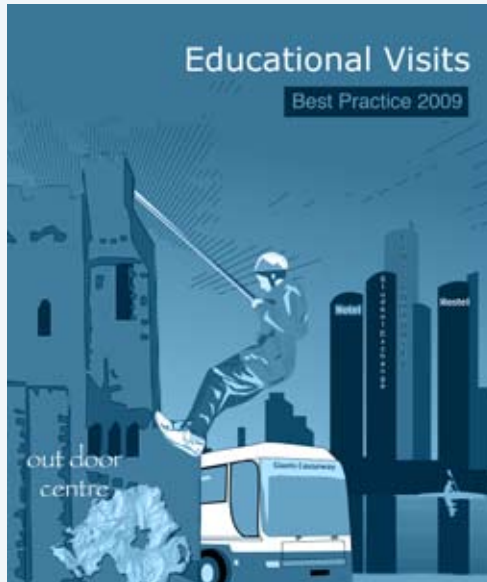
A compulsory licensing scheme for Outdoor Activity Providers, which endorses the provider's competence to deliver activities to young people (under 18s) exists in England, Scotland and Wales. Group Leaders should therefore take cognisance of their chosen provider's licence and note the activities which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

19 CONTACTS

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

SEELB	Grahamsbridge Road Dundonald BELFAST BT16 2HS Tel: 028 905662000 e-mail: info@seelb.org.uk Fax: 028 90566266/7
WELB	Campsie house 1 Hospital Road OMAGH BT79 0AW Tel: 028 8241 1411 e-mail: info@welb.org.uk Fax: 028 8241 1400
BELB	40 Academy Street BELFAST BT1 2NQ Tel: 028 9056 4000 e-mail: info@belb.org.uk Fax: 028 9033 1714
NEELB	County Hall 182 Galgorm Road BALLYMENA Co. Antrim BT42 1HN Tel: 028 2565 3333 e-mail: info@neelb.org.uk Fax: 028 2564 6071
SELB	3 Charlemont Place ARMAGH Co. Armagh BT61 9AX Tel: 028 3752 3811 028 3751 2200 e-mail: info@selb.org.uk Fax: 028 3751 2490
CCMS	Council for Catholic Maintained Schools 160 High Street HOLYWOOD Co Down BT18 9HT Tel: 028 9042 6972 e-mail: info.ccms@nics.gov.uk Fax: 028 9042 4255
NICIE	Northern Ireland Council for Integrated Education Aldersgate House 13-19 University Road BELFAST BT7 1NA Tele: 028 9023 6200 e-mail: info@nicie.org.uk Fax: 028 9023 6237
CnaG	Foras na Gaeilge Westgate House 2-4 Queen Street BELFAST BT1 6ED Tele: 028 9089 0970 email: eolas@forasnagaeilge.ie



FORMS

AND

APPENDICES

Educational Visits Approval Form

EVA

(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/ Young People	Year group(s)/ age range	Category (1 or 2)

Approved _____ / _____
Signed Principal/Youth Service Manager Date:

Approved _____ / _____
Signed Chair of Governors/ELB Officer Date:

Educational Visits Proposal

EVP

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

Name of School or Youth Centre/Project:	
* Name and address of other school/s or youth centres/projects involved (if applicable):	
Educational objective 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 Young Persons Involved	Your School or Youth Centre/Project	Male	Female
	*Other School(s) or Youth Centre(s)/Project(s)	Male	Female

Category of visit		Circle as appropriate			
		3	4	5	
Proposed Date(s)	From:/...../.....	To:/...../.....	Number of Days (incl):
Approx cost per pupil					

Activities to be undertaken:	
-------------------------------------	--

Staff & other adults involved	Name	Male	Female	School or Youth Centre/Project	Status	Date & Time of attendance

Transport Arrangements:	
Organising Company:	
Agency (if relevant):	
Other comments or information:	
Principal's/Youth Service Manager's Signature:	Date:
Chair of Governor's/ ELB Officer'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 or youth centre/project to process and retain the information for the purpose(s) stated.

PLANNING CHECKLIST

School/Youth Group:

Date of visit from to

Venue:

Group Leader :

	Yes	No	N/A
i The proposed visit has clear educational objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The nature of the visit has been established.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The target group has been identified.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii All the relevant information regarding the proposed educational visit has been presented to the management e.g. destination, itinerary, timescales etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii The management has approved the proposed visit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv An initial risk assessment has been undertaken for all aspects of the visit(s) and appropriate control measures have been put in place and recorded:			
● hazards have been identified	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
● people who may be at risk have been identified	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
● evaluation of the risk has been undertaken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
● additional safety and/or control measures have been established	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
● information has been disseminated to all relevant persons and appropriate records maintained	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v Where residual risks (inherent in all visits) still prevail an appropriate contingency/emergency plan has been put in place and disseminated to all relevant persons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vi The number of leaders in attendance has been agreed:			
● a staff member has been identified as Group Leader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
● accompanying staff have been identified	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
● volunteer supervisors have been identified	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
● vetting procedures have been undertaken (where necessary)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vii Leaders are made fully aware of:			
● their roles and responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
● the standard of conduct required of them during the visits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- viii Young people and parents/guardians have been informed/briefed and understand the implications of their participation in the visit.
- ix Parents/guardians have given their written consent to the young people participating in the educational visit.
- x All relevant information (medical, dietary and contact details) pertaining to the young people participating in the educational visit(s) has been obtained, recorded and appropriate action taken where necessary.
- xi The transport arrangements for the group are appropriate for the nature / type of journey(s) planned.
- xii Adequate insurance is in place to cover all aspects of the educational visit, including transport.
- xiii 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
- xiv Where the educational visit involves outdoor or adventurous activities, the Education Visits Co-ordinator and Group Leader 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
 - all relevant checks have been undertaken to ensure the above are in place
- xv The Educational Visits Co-ordinator has approved the operational arrangements for the visits.
- xvi Final Approval is obtained, as appropriate.

CONSENT FORM

School or Youth/Centre Project Name: _____

Date: _____

I consent to my son / daughter*.....(Name in full)

taking part in the educational visit to be held on.....

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

* delete as appropriate

Please give details of:

1. Any current medical condition/any medication being taken

.....
.....
.....

2. Any other relevant 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

Educational Visit Incident Record Form

1 Name of School or Youth Centre/Project _____

2 Name of Group Leader _____

3 Date, Time and Location of Incident _____

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

(a).....

(b)

(c).....

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

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

Post Visit Review

Group Leader: _____

Visit to: _____

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 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 Group Leader: _____

Date: _____

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RISK ASSESSMENT

This is an example of an approach to Risk Assessment, using a scoring mechanism. It should be recognised that there are other examples of good practice that already exist in schools and youth centres/projects. Such good practice should be built upon and disseminated across the whole school.

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

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

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

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

‘As with much health and safety legislation and regulations the paper at the end of the process is of minor significance compared to the professional judgement of the group. As risk management is becoming recognized 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 then equip and prepare them to undertake risk assessment and help them to determine how risk can or cannot be managed.

YOUNG PERSON'S RESPONSIBILITIES

General

- Always think about your own and others' safety.
- If you have a problem or are worried about something, always tell someone whom you trust. This may be your teacher, youth leader, or course organiser – don't suffer in silence!
- If you have particular health or dietary needs, tell the supervising adults and/or the organiser.
- Always follow the instructions of your Group Leader and leaders, including those at the venue of the visit.
- If you do get lost or separated follow the procedures agreed for such an occurrence (see Appendix 7). If totally disorientated and confused go to a public place where you will be seen by lots of people and where you can ask for directions.
- If approached by someone you don't know in a threatening or concerning manner, just walk away.
- If travelling on a bus or train and someone makes you feel unsafe, move to a different seat, preferably closer to the driver or other passengers.
- Personal travel arrangements should be carefully planned. Ensure you are familiar with whoever is transporting you and never travel alone in vehicles with strangers.
- Ensure that safety rules set out in Highway Code and Green Cross Code are followed.
- Be aware of situations which may cause you harm or injury and where necessary inform a responsible adult (e.g. leader) about your concern.
- Dress and behave sensibly and responsibly.
- Be sensitive to local codes and customs.
- Think things through carefully before you act and do not take unnecessary risks.

When participating in Visits abroad

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

Never:

- Travel on a moped, motor scooter or motor bike during your visit.

EMERGENCY PROCEDURES

- **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 being injured, specialist help must be sought as appropriate and parents informed as soon as possible. Where the accident/injury is serious the Principal or youth leader in charge should be contacted. Responsibility for informing relevant authorities rests with the Principal or Youth Service Manager.**
- **If it is necessary, due to the seriousness of the circumstances, for the parents to visit the young person(s), the Principal or Youth Service Manager in conjunction with the governing body/ELB youth section should make arrangements for them to do so.**
- **A 'lost' procedure 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.**

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 guide card on First-Aid;

20 individually wrapped sterile adhesive dressings (assorted sizes) appropriate for the environment

2 sterile eye pads, with attachments

6 individually wrapped triangular bandages

6 safety pins

6 medium sized individually wrapped sterile, unmedicated wound dressings (approximately 10cm x 8cm)

2 large sterile individually wrapped, unmedicated wound dressings (approximately 13cm x 9cm)

3 extra large sterile individually wrapped, unmedicated wound dressings (approximately 28cm x 17.5cm)

sterile water or sterile normal 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.)

Mrs Paula Smith	Chair	Adviser Environment & Society – SEELB
Mr Trevor Quinn	Deputy Chair	Ardnabannon Outdoor Education Centre
Mr Peter Corr	Secretary	AAO – Environment & Society – SEELB
Mr John Stevenson		Principal, Sullivan Upper School, Holywood
Mr Peter McNulty		Principal, Christ the King Primary School, Omagh
Mr Jeremy Stewart		Principal, Newtownards Model Primary School
Mr Oliver Sherry		Principal, Sperrinview School, Dungannon
Mr Jim Keith		Principal, Belfast Boys’ Model School, Belfast
Mrs Sheila Crea		Principal, Assumption Grammar School, Ballynahinch
Dr Robert Jennings		Principal, Slemish College, Ballymena
Mr Robert Hunter		Primary Adviser – SEELB
Lorna Gardiner		Foundation Stage Adviser – NEELB
Mr Trevor Hagan		Legal & Insurance Section – NEELB
Mr John Donnelly		Sports Development Officer – BELB
Ms Liz Crowe		Curriculum Officer CASS – BELB
Mr David Orr		Health & Safety Officer – SELB
Mr Brendan O Reilly		Health and Safety Manager – BELB
Mr Owen Doody		WELB
Ms Carol Burrows		Child Protection Officer – SELB
Cathy Bell		Adviser, SELB
Mrs Margaret Harte		Assistant Education Officer – Special – WELB
Mr Gerry Corr		Health & Safety Officer – CCMS
Ms Helen Leith		Policy Development Officer – CCMS
Ms Laura McAlpine		NICIE
Mr Roy Downey		Inspector – ETI