

Hamiltonsbawn Primary School



Educational Visits Policy

Reviewed 1st
March 2017

Policy Statement

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INTRODUCTION

Educational visits become an intrinsic feature of curriculum planning with the introduction of the following pieces of legislation

- The Education Reform Order (1989)
- A Policy for the Northern Ireland Youth Service 1987
- DENI (1997 Youth Service Curricular Document.
- Pastoral Care in Schools – Child Protection DENI (1999) and Supplements 2002
- Health and Safety of Pupils on Educational Visits DFEE(1999) and DFES Supplements 2002

Educational visits play an important part in the curriculum offered to the pupils in schools. Children derive considerable benefit from participating in a wide range of external experiences, particularly those not normally available in the classroom. **‘Educational Visits: Best Practice 2009’** has been produced to exemplify best practice and provide updated guidance on procedures to meet relevant Health and Safety and Child Protection requirements. It provides a useful framework for everyone involved in planning and carrying out of educational visits. The document can be accessed on the Education Authority website:

<http://www.selb.org/publications/index>.

The first principle is that **All** visits are **Educational**. They are intended to be a learning experience for the children. For this reason there must be preliminary preparation work and subsequent follow-up in school. The children must be usefully occupied with appropriate tasks on their journey and during their visits.

The children’s education here is aimed at helping them to grow into responsible members of our society with due regard for other people and property. For this reason standards of discipline and behaviour, similar to those in school, are insisted upon when the children are out on visits or trips.

Staff have a responsibility to see that the children are suitably and constantly occupied in learning experiences on visits so that interest is

maintained and which in turn is less likely to lead to bad behaviour as a result of having no purposeful activities.

Staff also have a commitment to TOTAL SUPERVISION on such occasions, and in the case of residential visits this means 24 hours a day responsibility and one hundred percent cover during waking hours.

Every effort should be made to ensure that educational visits are available and accessible to all who wish to participate, irrespective of special educational, dietary or medical/health needs, ethnic origin, gender or religion. All young people should be encouraged to participate in as wide a range of activities as safety considerations will permit. If a visit is to cater for young people with special needs, the choice of venue and means of transport will need to be given consideration.

2. CATEGORIES OF EDUCATIONAL VISITS

Category 1: Curriculum based activities which take place on a regular basis and occur largely within establishment hours. Parents must be informed and permission given. Examples include: Visits to swimming pools, playing fields and field studies.

For Categories 2, 3 & 4 parental consent forms will be required for all visits made by school pupils. The approval of the Board of Governors should always be sought and they should be kept informed of the activities by the principal.

Category 2: Day Visits and activities which extend beyond the normal establishment day but do not involve overnight accommodation. Examples include:- Visits to sites of historical, environmental, scientific and geographical interest. Visits to a pantomime concert and participation in locally/regionally based events including sporting fixtures.

Category 3: Residential visits of one or more nights away from home within the U.K. or Ireland (Non hazardous)

Category 4: Residential visits of one or more nights away from home outside the U.K. or Ireland (Non hazardous) e.g. sporting events, cultural activities

Category 5: Hazardous Activities – residential and non residential e.g. Activities undertaken at Shannaghmore Outdoor Pursuits.

Due consideration should be given to Section 6 Legal Context in Educational Visits: Best Practice 2009 where clear explanation is given to:

Common Law Duty of Care (Civil Duty)

Health and Safety at Work (Criminal Duty)

The Children (Northern Ireland) Order 1995

Data Protection

3. BASIC PRINCIPLES OF SAFE PRACTICE

Every leader has a statutory responsibility to ensure, as far as is possible, the safety and welfare of the young people in his/her care. He must act in ‘loco parentis’ which means that he must ‘take reasonable care of his young people as a reasonable parent would take of his/her young people, having regard to all circumstances’. The Principal must be satisfied that all leaders and volunteers who accompany school parties are fully competent to do so. In practice, **a higher standard of care may be demanded from a leader than from a parent.**

- ◆ Having identified a clear educational purpose, careful planning and efficient organisation are central to safe practice.
- ◆ The party leader (if other than the Principal) must have approval from the principal and they must work collaboratively to ensure that all safety measures are in place.
- ◆ Respect for self and others must be enshrined in safe practice. Young people should not be coerced into activities of which they have a genuine fear.
- ◆ Codes of conduct in relation to mind-altering substances, smoking, alcohol, illegal drugs or solvents and behaviour between the sexes need to be agreed and clearly understood by all participants.
- ◆ Safety is concerned with the overall well-being of young people and incorporates health and safety issues. A duty of extra care for the physical and psychological well-being of all individuals during hazardous activities is required.

The Principal should choose experienced and reliable leaders. A varied back ground of recent personal and professional experience in related activities on the part of party leaders and other supervising adults enhances safe practice. Experience gained and the raising of awareness of safety issues should be encouraged through planned programmes of training and development. It is recommended that party leaders should have previous experience as a leader on a similar activity. All outdoor education activities must be led by a qualified leader with relevant qualifications.

The party leader and other accompanying adults should make every effort to know the group of participating young people and obtain any relevant information about them.

Respect for environment and conservation should feature as an integral part of all out of school activities.

In the event of a serious incident contact principal/board officer/youth officer. The leader should not make a press statement.

***EDUCATION AUTHORITY EMERGENCY CONTACT NUMBERS
028 3752 3811 or 028 3751 2200***

4. RULES and RESPONSIBILITIES

The aim of this section is to clarify the major responsibilities of all parties involved in the organisation of the excursion. Such clarification should help to ensure the awareness of the relevant individual or organisation. Section 7 of the Educational Visits: Best Practice 2009 gives clear guidance to the roles and responsibilities of :-

4a *The Board*

- As an employer, the Board is responsible for the actions of its employees whilst in the course of their employment, whether paid or voluntary. By association this includes responsibility for the safety and well being of young people in its care.
- To ensure these responsibilities are met the Board provides a policy statement and guidelines and will continue to provide up-

to-date advice and support, including providing appropriate training opportunities for leaders.

4b *Board of Governors*

The Board of Governors should:

- Ensure that the visit has a specific and stated educational purpose
- Ensure that appropriate systems and procedures are in place to comply with the Board's policy
- Ensure that the group leader/organiser shows how their plans comply with regulations and guidelines, including Health and Safety and Child Protection
- Assess proposals and inform the Board if participating in categories 3 or 4

4c *The Educational Visits Co-ordinator*

The Principal is the designated Educational Visits Co-ordinator. It is recommended that the responsibility for ensuring that the criteria outlined in section 7 rests with the Educational Co-ordinator.

4d *The Principal*

The Principal should ensure that:

- Visits comply with regulations and guidelines provided by the Board
- The Board of Governors has approved the educational visit
- Arrangements have been made for any medical needs or special educational needs of participants and all staff are aware of these needs
- Adequate insurance for the visit has been identified
- Child Protection procedures are in place in line with Education Authority policy and the agreed personnel informed should there be cause for concern

- Parents have signed a consent form (*see Appendix 2*)
- The training needs of staff and participants has been assessed and addressed appropriately
- The group leader has experience in supervising the age group of participants and will manage the group effectively
- Group leaders/staff are allowed sufficient time and resources to organise properly
- Ratio of staff/participants is appropriate
- All accompanying adults have clear roles
- Any necessary vetting of accompanying adults has been carried out in line with the requirements of DENI 1999/10

4e Party Leader (if not the Principal)

The Party Leader should be an employee of the organising body unless otherwise agreed and approved by the Board and should:

- Gather relevant information on participants, including medical, dietary and contact details
- Gather information and, where appropriate, organise the visit in consultation with all participating schools/organisations
- Ensure that safety is a key priority in relation to the supervision of young people throughout the visit
- Ensure that all participants are provided with contact numbers for their leaders and emergency services
- Ensure that parents are fully informed of all aspects of the programme, requirements and procedures
- Ensure that any adults accompanying the group are suitably qualified, trained and briefed
- Meet all staff and participants before the trip and ensure that relevant information is distributed

- Establish a system for monitoring and evaluating the visit and share outcomes with all participants

4f *Supervisory Adults*

Supervisory adults should:

- Act in ‘loco parentis’ - take care of the young people in the group as a reasonable parent would, having regard to all circumstances. In practice, a higher standard of care may be demanded from a leader than a parent
- Strive to ensure the health and safety of everyone in the group
- Assist the party leader with supervision of the group

4g *Volunteer Supervisors*

To satisfy staffing ratios, it may be necessary to involve persons other than staff members as volunteer supervisors, for example, parents, trainee teachers. 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. (see Supervisory Adults)

4h *The Child*

The child participating must read and agree guidelines for participants (*Appendix 1*)

4i *Parents (or those with Parental Responsibility)*

Parents must:

- Read and agree to guidelines provided by the school
- Attend any necessary preparatory meetings
- Sign any necessary consent forms (*Appendix 2*)

Inform group leader (in the event that the leader is not available, another member of staff) of any specific needs or concerns affecting their son’s or daughter’s participation in the educational visit (emotional, psychological and physical health)

5. STAFFING - LEADERSHIP AND QUALIFICATIONS

Competent leadership by an appropriate number of suitable adults is the most important factor of all.

5a Approval of Staffing

- Approval of staffing for visits rests with the Principal who must satisfy himself that all staff involved are sufficiently competent and experienced.
- Planning and organisation should be such that young people are not exposed to risk of racial, sexual or physical abuse or harassment by adults or others within a peer group, either when taking part in the visit.
- The law now requires all adults who have significant contact with people under 18 to disclose any convictions of a criminal nature to the organising authority. This applies to both those in paid employment and those acting as voluntary helpers for such events. All spent convictions must be declared. Further advice and assistance on the procedures can be obtained from the Education Authority's Human Resources Branch.

5b Status of Party Leader, Accompanying Staff and Volunteers

- Party leaders must be full or part-time paid employees of the Board who have knowledge of the party members
- The implications of shared responsibility, for example for different parts of a visit or where instructors or residential centre staff are involved, have to be considered; respective responsibilities must be established and clearly understood by all staff

5c Supervision of Children

The party leader's duties include:

- Recognising dangers and alerting the children to them
- Knowing the children, including those who have particular medical or other disabilities, which render them at a greater risk than the majority of children.
- Ensuring that there is adequate supervision for the group at all times. This is particularly significant in categories 3 and 4
- Ensuring that the other supervising adults are clear about their responsibilities and are aware of emergency procedures.
- Agreeing a leadership ratio taking into consideration the experience and capabilities of the leaders and the nature of the group
- Regular head counting of the group, particularly before leaving a venue. All supervisors must always carry a list of the group involved in the visit. The leader must establish rendezvous points and tell the young people what to do if they become separated from the group.

Water activities, including swimming or paddling are potentially dangerous and must be allowed only when properly supervised, preferably in recognised bathing areas. This also applies to any other high-risk activity, for example hill walking. Supervisors must remain vigilant throughout such activities.

5d Free-time Arrangements within the group programme

Free-time arrangements need to be supervised and organised. The level of supervision is dependent on the age of the children, their maturity and the circumstances. Leaders should know the whereabouts of the group and must make rules and sanctions clear to the children. Children must never go off alone. The leader should insist on minimum group size and the need for mutual support. In the case of residential visits organised games, quizzes, competitions and evening visits are useful.

5e Staffing Ratios

It must be emphasised that it is the responsibility of the Principal to determine supervision ratios that will as far as possible ensure the safety of the group at all times. One Adult to 8-10 children on a residential visit.

It is recommended that no visit should be undertaken without a minimum of two adults. Where a party consists of young people of both sexes, both male and female leaders, where circumstances allow, should be provided unless otherwise agreed. Where a visit is organised to a centre with its own supervisory staff, supervision levels may be adjusted to take account of the level and type of supervision provided by that staff.

A leader may have to leave the group for reasons such as illness, an emergency at home or accompanying a sick or injured participant. The Principal must take this into account when determining the leader/child ratio. This is particularly the case for category 3, 4 and 5 visits.

6 PLANNING AN EDUCATIONAL VISIT

This section underlines the importance of planning and includes a useful planning checklist.

- Careful planning is essential in order to ensure, as far as possible, the safety and enjoyment of all those participating in visits and a risk assessment carried out.
- A clear educational purpose for the visit must be identified and agreed by all participants.
- There should be a pre-visit by the party leader. If this is not possible, alternative means of gaining accurate background information must be found.
- Planning and organisation of the visit should ensure that young people are not exposed to risk of physical, sexual, emotional abuse, or harassment on the grounds of gender by adults or others within a peer group.
- Safety guidelines must be agreed and adhered to by all participants.
- Relevant emergency procedures must be established for all visits. In relation to the trip to the mainland consideration to emergency procedures are the following:
 - a)* on board boat
 - b)* travelling by bus
 - c)* in hotel
 - d)* at places of interest

Communication between the Principal and leaders is very important prior to the visit. All relevant information will be passed to children prior to the trip.

A clear educational purpose prior to and during the Educational Visit is important.

Before your Educational Visit

1. Seek support from the Principal and consider together key aspects; for example supervision, health and safety, finance, accommodation, transport
2. Find out specific details about the visit in relation to the key aspects
3. Prepare programme of activities/itinerary.
4. Organise travel and accommodation. Choose appropriate insurance cover for the visit.
5. Clarify roles and responsibilities of all participants.
6. Establish lines of communication for the duration of the visit
7. Compile a list of contact details.
8. Health and Safety Issues.
 - Identify possible risks and establish agreed procedures
 - Make a record of the medical and dietary requirements of those participating in the visit
 - Prepare First Aid Kit (***Appendix 4***)
 - Decide who is responsible for valuables/money/medication of children

During the Educational Visit

1. Remember that leaders are ‘in loco parentis’ at all times
2. Leaders and accompanying adults must observe the organisation’s Child Protection Policy and act responsibly at all times.
3. Respect for self and others is paramount.
4. Ensure that the participants are orientated on arrival at any location and know what to do if they become separated from the group.

5. The party leader, accompanying adults and young people must be made aware of emergency procedures, for example fire drill.
6. Arrange appropriate contact points and make head counts.
7. Regularly reinforce agreed Codes of Conduct.
8. In the event of a serious incident follow the agreed Emergency Procedures (*See page 15*)
9. Be flexible, for example be prepared to modify the programme in the interest of safety.
10. Notify all participants of major changes in arrangements or of accidents as soon as possible
11. Observe leader/young person ratios at all times.
12. Carry all appropriate information at all times, for example medical and dietary records
13. Carry First Aid Kit at all times.
14. Carry list of contact details at all times (including numbers of emergency services)
15. Carry a sum of petty cash for unexpected costs

After the Educational Visit

1. Encourage prompt return of any equipment e.g. baseball caps
2. Compile participants' evaluation.
3. Evaluate and deal with any outstanding issues with tour company
4. Prepare report.
5. Feedback to all participants.
6. Consider evaluations in future planning.

7 EMERGENCY PROCEDURES

- ◆ Emergency procedures must be established by the leader and must be communicated to and understood by all members of the party.
- ◆ At least one leader in a party should have knowledge of First Aid. It should be understood, however, that First Aid should be limited to the leader's knowledge and experience. A suggested list of contents for a First Aid Kit is suggested. (*Appendix 4*)
- ◆ In a case where a young person is injured, specialist help must be sought. Every effort must be made to contact the parent. In the event where the parent cannot be contacted the leader must act in loco parentis
- ◆ A 'lost' procedure is an additional safety precaution. Every member of the group should know in advance what course of action to follow if lost
- ◆ If the leader has cause to believe that a young person has been abducted whether against his/her will or not, the Police must be notified
- ◆ If an accident occurs take appropriate action. The Principal or leader in charge must inform the parents immediately. If the accident is serious, a representative of the Board of Governors and the appropriate head of section in the Board must be informed.

If it is necessary because of the serious of the circumstances for the parents to visit the young person(s) the Principal in conjunction with the Board of Governors should make arrangements for them to do so.

THE CHILD'S RESPONSIBILITY*Appendix 1*

- * If you have a problem or are worried about something, always tell someone you trust about it, like your teacher or organiser - don't suffer in silence!
- * If you have particular health or dietary needs tell supervising adults.
- * Always pack your own suitcase and never carry items for anyone else
- * When you go out, plan what you want to do and where you would go if you got lost or had a problem - somewhere like a shop, restaurant, police station or library is best
- * Always follow the instructions of your leader/teacher and the other supervising adults, including those at the venue of the visit.
- * Look out for anything that might hurt or threaten you or anyone in your group and tell your group leader or supervisors about it.
- * If you need to use a public toilet, go with a friend.
- * If you do get lost or separated, follow your plan - or go to a shop or place where you will be seen by lots of people and ask for directions
- * If someone you don't know talks to you, just walk away.
- * Always have details of your accommodation with you, name, address and telephone number of hotel
- * Always keep enough money to make a telephone call.
- * Keep your money hidden in an inside pocket, bumbag, money belt or something similar - choose whichever is comfortable for you. Money will be distributed on a daily basis.
- * Dress and behave sensibly and responsibly.
- * Think things through carefully before you act and do not take unnecessary risks
- * Always look and behave confidently.

PARENT CONSENT FORM

Appendix 2

Part A - To be filled in by School

Activity or Event **Educational Trip**

Venue **Shannagh-More Outdoor Education Centre**

Dates **Monday 24th- Wednesday 26th April 2017**

Teachers in Charge **Mr D Hutchinson, Mrs C McIlwaine, Miss Henderson.**

Part B - To be filled in by the Parent or Guardian

Full Name of Child _____ *Age* _____

Permission

I give my permission for my child to attend and take part in the activities or event named in part 'A'

Authorisation In the event of illness or an accident, I authorise

- a) The above named Teacher-in-Charge to sign on my behalf any written form of consent required by medical authorities, if the delay required to obtain my own signature is considered unnecessary or inadvisable by the doctor or surgeon concerned.
- b) A teacher in charge to administer prescribed or non-prescribed medication.

Medical Details

Name and Address of child's Doctor _____

Tel. No. _____

National Health Service No. _____

Details of any infectious disease the child has been in contact within the last three weeks

Special Diet Requirement

Details of medicine/diet/treatment which is being taken/followed

Details of known allergies/sensitivities (e.g. nuts, penicillin)

My child has/has not been immunised against tetanus within the last five years (please delete as applicable)

Address of Parent/Guardian during the event

Dates _____ *Dates* _____

Home address _____ *Holiday address* _____

Tel. (Day) _____ *Tel. (Evening)* _____

Signed _____ **Date** _____

PARENT CONSENT FORM

Appendix 2(a)

Part A - To be filled in by School

Activity or Event

Venue

Dates

Teachers in Charge

Part B - To be filled in by the Parent or Guardian

Full Name of Child _____ *Age* _____

Permission

I give my permission for my child to attend and take part in the activities or event named in part 'A'

Authorisation In the event of illness or an accident, I authorise

- c) The above named Teacher-in-Charge to sign on my behalf any written form of consent required by medical authorities, if the delay required to obtain my own signature is considered unnecessary or inadvisable by the doctor or surgeon concerned.
- d) A teacher in charge to administer prescribed or non-prescribed medication.

Medical Details

Name and Address of child's Doctor _____

Tel. No. _____

National Health Service No. _____

Details of any infectious disease the child has been in contact within the last three weeks

Special Diet Requirement

Details of medicine/diet/treatment which is being taken/followed

Details of known allergies/sensitivities (e.g. penicillin)

My child has/has not been immunised against tetanus within the last five years (please delete as applicable)

Address of Parent/Guardian during the event

Dates _____ *Dates* _____

Home address _____ *Holiday address* _____

Tel. (Day) _____ *Tel. (Evening)* _____

Signed _____ **Date** _____

ADULT MEDICAL FORM

Appendix 3

Part A - To be filled in by School

Activity or Event **Educational Trip**

Venue **Shannagh-More Outdoor Education Centre**

Dates **24th-26th April 2017**

Teachers in Charge: **Mr D Hutchinson, Mrs C McIlwaine, Miss Henderson.**

Part B - To be filled in by Adult on Trip

Full Name _____

Address _____

Authorisation In the event of illness or an accident, I authorise

- a) The above named Teacher-in-Charge to sign on my behalf any written form of consent required by medical authorities, if the delay required to obtain my own signature is considered unnecessary or inadvisable by the doctor or surgeon concerned.
- b) A teacher in charge to administer prescribed or non-prescribed medication.

Medical Details

Name and Address of Doctor _____

_____ **Tel. No.** _____

National Health Service No. _____

Do you suffer from any medical condition, serious allergy, recent illness or injury which might affect your safety or the safety of the group. **YES/NO**

If YES, please give details of condition and treatment or medication currently being taken.

Special Dietary Needs (e.g. vegetarian, vegan, allergies etc.)

Address of Next of Kin in the event of an emergency

Name _____

Home address

Tel. (Day) _____ *Tel. (Evening)* _____

Signed _____ **Date** _____

CONTENTS OF FIRST AID KIT*Appendix 4*

1. Wipes (Individually wrapped)	10
2. Sterile Scissors	
3. Bandages — large padded dressing	3
— small padded dressing	5
— eye bandage (sterile)	2
— triangular bandage	2
— medium bandage	5
4. Safety Pins	12
5. Surgical Tape	2 boxes
6. Disposable gloves	2
7. First Aid Guidance Leaflet	
8. School Trip First Aid Kit	1
9. Instant Ice Pack (Disposable)	2

Educational Visit Incident Record Form *Appendix 6*

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 witnesses(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 provision 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 *Appendix 7*

Group Leader _____

Visit to _____

Dates _____ To _____

Please comment on the following

Issue	Response
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 _____

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

Risk Assessment *Appendix 8*

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 = 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.

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:	
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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

EV1

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:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• 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:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ix	Parents/guardians have given their written consent to the young people participating in the educational visit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PLANNING CHECKLIST

EV1

- | | | | | |
|------|---|--------------------------|--------------------------|--------------------------|
| xi | The transport arrangements for the group are appropriate for the nature / type of journey(s) planned. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| xii | Adequate insurance is in place to cover all aspects of the educational visit, including transport. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| xiii | Where a residential visit is planned, the overnight accommodation has been assessed as appropriate in terms of: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • its suitability for the group | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • its compatibility with the objectives of the visit | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| xiv | Where the educational visit involves outdoor or adventurous activities, the Education Visits Coordinator and Group Leader are satisfied that: | | | |
| | • appropriate management structures and systems are in place in relation to child protection / health and safety | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • staff are competent to provide the activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • all relevant checks have been undertaken to ensure the above are in place | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| xv | The Educational Visits Co-ordinator has approved the operational arrangements for the visits. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Xvi | Final Approval is obtained, as appropriate. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |