

# Killen Primary School



## Educational Visits Policy

February 2024

Signed: L Sproule      Chair, Board of Governors

Signed: C Goan      Principal

Next Review date: February 2027

The term '**Educational Visits**' refers to:

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

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

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

## **CATEGORIES OF EDUCATIONAL VISITS**

### **CATEGORY 1 Basic**

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

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

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

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

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

### **CATEGORY 4 Residential visits outside the UK or Ireland (non-hazardous) e.g.**

international exchange visits, sporting events, cultural activities and international community work

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

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

Horse riding  
Angling  
Water-skiing  
Rafting rowing  
Surfing  
Bouldering/gorge walking  
Swimming in open water  
Coasteering  
Stand-up paddle boarding

### **Planning School Visits**

Whatever the visit it is essential that thorough planning takes place to identify the major issues that need to be addressed. This involves considering the educational aims, the programme and itinerary to support these aims, the risks that may arise and the measures necessary to reduce these.

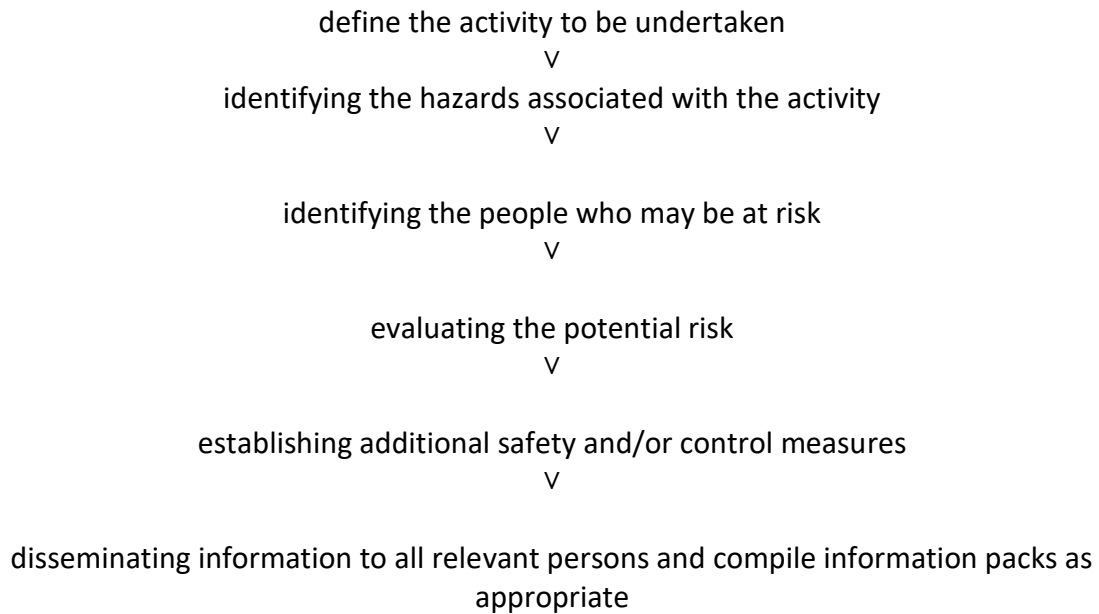
It also involves gaining approval from the Principal, written consent from parents, organising travel arrangements, supervision, food, routines and procedures. Teachers will arrange transport as soon as possible by consulting with the secretary who will complete the relevant forms. The kitchen should be also notified regarding school packed lunches.

In the case of a residential visit, the Principal / secretary will inform the EA Legal Department of the following information:

- Location
- Date of visit
- Class and number of children
- Number of supervisors /teachers

The process of risk management is paramount in the overall planning of any educational visit. Educational visits cannot be entirely risk-free. The aim, therefore, must be to contain risks within acceptable levels. The teacher organizing the trip must give careful consideration to the guidance found in the latest EA advice: *EA Educational Visits Interim Guidance for schools 2017*.

**Risk Assessment comprises the following steps:**



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

- Group leaders must fully record their risk management decisions on paper and follow the school Risk Assessment Policy.
- As with much health and safety legislation and regulations, the paper at the end of the process is of minor significance compared to the professional judgement of the group leader.
- The group leader should understand that risk assessment is a dynamic process and therefore must carry out on-going risk assessments during an educational visit and ensure that appropriate action is taken as necessary e.g. cancelled public transport, pupils or staff illness, closed venue, adverse weather conditions. The ability to re-assess and manage changing risks whilst the visit is taking place is a key element of the competence for leaders of educational visits.
- An example of an approach to risk assessment for a category 3 visit is contained in Appendix 1a of *EA Educational Visits Interim Guidance for schools 2017*.
- The group leader on any trip, should have a working knowledge of First Aid and ensure that a well-stocked First Aid box is taken.

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

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

Risk assessment may include the assessment of individual pupils, for example those with special educational needs, behavioural considerations or in receipt of a medical care plan. This will have a direct influence on supervision ratios.

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

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

If it will be an all-female staff present on the trip, as at present we have only one male member of staff, parents will be made aware and give their consent to children being accompanied by an all-female staff, if this is to be the case, on residential stays.

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

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

The need to involve volunteers e.g. parents or governors with clearly defined roles and responsibilities is an accepted practice. The school will use volunteers, during day visits, however not for residential stays.

### **Suggested Ratios**

- One adult for every 6-8 pupils in Years 1 – 3.
- One adult for every 10-15 pupils in Years 4 -7.

In the context of educational visits, it is essential that the school's Child Protection Policy and procedures are followed. This includes the requirement to ensure that staff

who work with, or have access to pupils have been subject to appropriate vetting procedures through Access NI. The need to vet volunteers should be made on the basis of their having 'substantial access to children'. Volunteers should be fully informed of their roles and responsibilities.

The group leader should be satisfied that places to be visited, particularly residential centres, have similar procedures in place for their own staff, who also have substantial access to pupils.

The Principal / secretary will check Insurance Cover with the Legal Department of the EA. The school will ensure that independent providers are reputable, insured, competent and policy and procedure will be followed at all times. Available risk assessments will be checked.

### **Code of conduct**

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

There is an example of a model code of conduct in the Appendix. The Board of Governors has approved this Code. This will be adapted depending on the nature of the trip.

In advance of an educational visit, accompanying staff, volunteer supervisors, pupils and parents should all be made fully aware of the code, including possible sanctions.

All pupils participating in an educational visit must agree to abide by the code of conduct at all times during the visit.

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

It is the responsibility of the leaders to maintain standards of behaviour and discipline while on educational visits. Leaders must set an example to group members in everything they do or say.

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

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

After carrying out a behavioural risk assessment, the school has the right to refuse any pupil from participating in the visit, whose involvement may be considered to be a danger to him/herself or to the group.

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

### **Communicating with parents**

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

#### **Information to parents may include:**

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

#### **Information should (where relevant):**

- be sent as far in advance of the visit as practicable;
- For residential visits, involve convening a meeting to clarify detail if appropriate.

### **Parent Consent**

Parental consent must be obtained for educational visits. Consent for visits within the local area will be sought at the beginning of the school year, however individual consent will be sought for other visits. The contents of a consent form for a parent to sign will vary according to the type of visit.

**Medical Consent**

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

**Parents should:**

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

**Pupil Contact with Parents**



There should be clearly defined arrangements/protocols for pupils to make contact with their parents. Parents should be made aware of and consent to the acceptable use of mobile phone policy.

### **Roles and Responsibilities**

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

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

This section outlines the roles and responsibilities of each.

### **School**

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

#### **The Principal**

Permission must be obtained from the principal before a visit takes place. The Principal will:

- ensure that visits have specific educational objectives;
- be satisfied that risk assessment has been carried out and that appropriate safety measures are in place **before** the visit begins
- the ratio of leaders to young people is appropriate;
- ensure that all arrangements comply with the organisation's Child Protection and Health and Safety Policies including the vetting of volunteers;
- ensure that proposals comply with best practice;
- assess and submit visit proposal for board of governors' approval;
- ensure that an acceptable code of conduct for pupils is in place.
- designate an appropriately competent member of staff, to act as the group leader for any educational visit

## **Group Leader**

### **The group leader should remain in overall charge of the visit.**

The group leader will have overall operational responsibility for the supervision, discipline and conduct of the participants for the duration of the visit.

They should be able to direct and supervise pupils, and be suitably qualified and competent to instruct them in activities, as appropriate.

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;
  
- adhere to best practice as outlined in the guidance document *EA Educational Visits Interim Guidance for schools 2017, available on the EA website.*
  
- undertake and complete the planning and preparation for the visit including the briefing of leaders, pupils and parents;
  
- ensure that all relevant checks have been undertaken if an independent provider is to be used;
  
- take steps to become familiar with the location/establishment where the activity will take place;
  
- inform parents as to the terms and conditions of any additional insurance cover taken out by the school;
  
- undertake and complete an appropriate risk assessment;
  
- collect relevant information on the pupils proposed to participate in the visit to assess and confirm their suitability;
  
- ensure the ratio of leaders to pupils is appropriate for the needs of the group and the nature of the activity to be undertaken;
  
- clearly define the role of each member of accompanying staff and volunteers and ensure that all tasks have been clearly assigned; Volunteer supervisors may not be fully aware of normal practices so care should be taken to ensure that they are given guidance on the expectations and boundaries of behaviour whilst participating in the educational visit.
  
- have proper regard to the health and safety of the pupils and ensure that adequate supervision is provided at all times. As a team they should endeavour to ensure the health and safety of everyone in the group and act as any parent would do in the same circumstances. They should monitor the risks throughout the visit and take appropriate action as necessary. Regular head counting of pupils should take place. The teacher should establish rendezvous points and tell pupils what to do if they become separated from the group.

- ensure that the established code of conduct for both staff and pupils is adhered to;
  - ensure child protection procedures are followed. For the protection of both teachers and adults, all supervisors should ensure that they are not alone with a pupil wherever possible.
- ensure that adequate first-aid provision will be available, and bring a well- stocked first aid kit;
- have the details of group members' special educational or medical needs, which will be necessary for them to carry out their tasks effectively or pupils who require closer attention.
- regularly review visits/activities.

Leaders must take with them their mobile telephone, the school telephone number, a class list and emergency contact details for every child.

-ensure that accompanying staff and volunteers and the nominated contact are aware of the emergency procedures;

They should consider stopping the visit if the risk to the health or safety of the pupils is unacceptable and have in place procedures for such an eventuality;

If an emergency should occur teachers should follow Steps 1 and 2 of the Immediate Action plan of the Critical Incident Plan (see below) and then inform the Principal at Step 3.

- 1. Assess the needs of the situation e.g. danger or if evacuation is necessary. If so initiate procedures.**
- 2. Dial the emergency service**
- 3. Telephone the Principal 028 816 71198**

**Accompanying staff should:**

- accept the authority and follow the instructions of the group leader;
- under direction of the group leader, assist with the organisation of activities and discipline of the pupils;
- ensure that the established code of conduct, for leaders and participants is adhered to;
- consider stopping the activity and notify the group leader, if they think the risk to the health or safety of the group members in their charge, is unacceptable.

### **Volunteers in a Supervisory Role**

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

#### **Volunteers should:**

- be vetted if possible
- 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 and other accompanying staff, and help with control and discipline;
- speak to the group leader or accompanying staff if concerned about the health or safety of the pupils, at any time during the visit;
- endeavour to ensure that the established code of conduct, is adhered to;

### **Nominated Contact at School Base**

The Principal will be the contact at school base. If the Principal is not available or on the school visit, a nominated member of staff will act as the contact person for both the group and the pupils' families.

#### **Nominated contact should:**

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

### **Parents**

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

**Parents should:**

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

**Responsibilities of Pupils**

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

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

**Pupils should:**

- wear school uniform. In the case of a residential trip, uniform does not have to be worn but a hat will be provided to wear.
- be involved in the planning and organisation of the trip.
- They should have a clear understanding of what is expected of them and what the trip will involve.
- they must be clear about the expected standard of behaviour and why rules must be followed.

## **EMERGENCY/CONTINGENCY ARRANGEMENTS**

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

Such procedures should outline clearly what is to be done during the actual emergency and after the event. An exemplar framework to follow is set out in Appendix 2.

Contingency planning relates to areas and circumstances which should be anticipated in advance of an educational visit, e.g. unsuitable weather, transportation problems, cancellation of an event, illness or injury etc. It should also define roles and responsibilities for all staff involved in the organisation of the trip including senior managers remaining in school.

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

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

where contact should be made.

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

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

### **Critical Incidents**

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

In the event of a critical incident (as defined above) occurring during a school visit the school’s critical incident management plan should be implemented. Advice and guidance on the development and implementation of such a plan can be found in the Department of Education’s document, “Every School a Good School. A Guide to Managing Critical Incidents in Schools”. The local critical incident response team may also be contacted for additional advice and support. Contact details for each team can be found on the Education Authority website.

REF: EA Educational Visits Interim Guidance for Schools 2017

This policy should be read in conjunction with the following policies:

- Child protection
- Risk assessment

# KILLEN PRIMARY SCHOOL

Principal  
C GOAN - B.Ed.,

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Dear Parent

Thank you very much for volunteering to help with our trip to \_\_\_\_\_ on \_\_\_\_\_. We greatly value your support and appreciate you giving up your time to come and help us. I have written down a few guidelines to guide you through the day.

This is to help protect **you** in terms of child protection.

- Stay with the group and do not let yourself be alone on a one to one basis with any one child.
- If a child needs to go to the toilet, please let a member of staff know.
- Please be very vigilant especially when crossing a road and watch out for a child that starts to lag behind.
- If there are any problems, please let a staff member know.

Thank you very much for your help.

Please sign below to acknowledge that you have read this letter.

Yours sincerely

Mrs C Goan  
Deputy Designated Child Protection Teacher and Principal

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Trip :- \_\_\_\_\_

Date:- \_\_\_\_\_

I have read and agree to the above.

Signed \_\_\_\_\_

## Appendix 2

## Emergency Procedures

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

- emergency procedures must be established by the group leader and must be communicated to and understood by all members of the party;
- the group leader should ensure that adequate First Aid provision is available. A list of contents for a First Aid Kit is suggested in Appendix 8;
- in the event of a young person becoming ill or being injured, specialist help must be sought as appropriate and parents informed as soon as possible. Where the illness/accident/injury is serious the principal should be contacted. Responsibility for informing relevant authorities rests with the principal;
- if it is necessary due to the seriousness of the circumstances for the parents to visit the young person(s), the principal in conjunction with the governing body should make arrangements for them to do so.

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

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

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

## Contingency Planning

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

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



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

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

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

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

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

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

## Appendix 3

# MODEL CODE OF CONDUCT FOR PUPILS

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

- behave responsibly and show consideration for others, including fellow pupils, staff and members of the public;
- comply with the instructions given by school staff;
- look after your own possessions and anything you borrow;
- keep all facilities clean, tidy and undamaged;
- abide by any rules and regulations of the places we visit;
- in the event of an emergency, follow emergency procedure instructions;
- understand and follow the rules about the purchase, possession and consumption of alcohol;
- understand and follow the rules about the purchase, possession and use of tobacco;
- understand that the possession and use of non-prescribed drugs and/or illegal substances is strictly forbidden;
- inform staff if you have any medical conditions or injuries;
- inform a member of staff if you have any concerns about safety or security;
- report any damaged or unsafe equipment;
- wear appropriate clothing;
- comply with any restrictions on the access to and use of social media and online services including agreement on the safe sharing and posting of photographs, videos and other information.

**On a coach or minibus**

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

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

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

**Staying in a hotel**

- read and understand all instructions about fire and safety procedures;
- know the location of duty staff;
- comply with any instructions about permission to leave the hotel;
- comply with any instructions about access to parts of the hotel, e.g. bar, casino, swimming pool;
- understand the dangers of balconies and comply with any instructions about access to them;
- comply with instructions about access to other people's bedrooms;
- comply with any instructions about appropriate relationships amongst participants;

- comply with any instructions about appropriate relationships with others they may come in contact with;
- arrive on time for meals and meetings;
- comply with any restrictions on the use of mobile phones, smartphones, tablets, cameras, music players, etc;
- comply with any restrictions on internet access, and viewing TV, videos and DVDs, etc.

**Excursions**

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

I agree to abide by the above Code of Conduct.

## **Appendix 4**

# **MODEL CODE OF CONDUCT FOR ALL LEADERS, STAFF AND SUPERVISORS**

Adult supervisors leading and accompanying a group of students are at all times bound to follow the Child Protection Policy.

Given the particular circumstances of educational visits, adult supervisors must adhere to the following additional guidelines:

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

## **Appendix 5**

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

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

#### **Leaders**

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

#### **The briefing should include the following key areas:**

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

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

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

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

#### **Therefore, volunteers must be:**

Notified of and complete a risk assessment prior to participation

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

#### **Pupils and Parents**

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

**Information regarding the following should be provided:**

- educational purpose(s) of the visit;
- date(s);
- departure and return times;
- transport arrangements;
- address/location/accommodation;
- details of all planned activities, including any that are hazardous;
- health and safety rules;
- responsibility for themselves and others (see pupils' responsibilities Appendix 6);
- arrangements for supervision;
- role and responsibilities of leaders and pupils;
- an agreed code of conduct (including the use of mobile phones and social media);
- procedures e.g. emergency, First-Aid etc;
- any special clothing or equipment needed;
- recommended maximum pocket money, if appropriate;
- liaison arrangements with school including an emergency telephone number;
- details of arrangements relating to any participant returning home early cash handling arrangements, where necessary;
- procedures in the event of a pupil getting lost or separated from the rest of the group.

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

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

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

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

# Appendix 6

## Educational Visit Approval Form

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

Year 20

Term

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

**Approved / Signed principal**

**Date:**



# Appendix 7

## Educational Visit Approval Form

(For use in relation to visits in categories 3,4 and 5 only)

NAME OF SCHOOL		KILLEN PRIMARY SCHOOL 76 LEARMORE ROAD CASTLEDERG CO. TYRONE BT81 7SD			
EDUCATIONAL OBJECTIVE(S) OF VISIT					
PLACE(S) TO BE VISITED					
KEY STAGE		FOUNDATION	KEY STAGE 1	KEY STAGE 2	
		4-6 YEARS	6-11 YEARS		
TICK					
TOTAL NO OF PUPILS		OUR SCHOOL PROJECT		MALE	FEMALE
		OTHER SCHOOL(S) PROJECT		MALE	FEMALE
CATEGORY OF VISIT		CIRCLE AS APPROPRIATE    3    4    5			
PROPOSED DATES	FROM		TO		NO OF DAYS INCL
APPROX COST PER PUPIL					

ACTIVITIES TO BE UNDERTAKEN	
-----------------------------	--

--	--

STAFF AND OTHER ADULTS INVOLVED NAME	M	F

TRANSPORT ARRANGEMENTS	
ORGANISING COMPANY	
OTHER COMMENTS / INFORMATION	
PRINCIPAL'S SIGNATURE	
DATE	
CHAIR OF GOVERNORS SIGNATURE	
DATE	

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

## Appendix 8 KILLEN PRIMARY SCHOOL CONSENT FORM

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

taking part in the educational visit to be held on:

Date: \_\_\_\_\_ To: \_\_\_\_\_

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

Please give details of:

1. Any current medical condition

2. Post Medical Condition (e.g. following a medical procedure or illness)

3. Any medication being taken

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

5. Emergency contact numbers:

i) Name (parent) \_\_\_\_\_

Work: \_\_\_\_\_ Mobile: \_\_\_\_\_

ii) Name (parent) \_\_\_\_\_

Work: \_\_\_\_\_ Mobile: \_\_\_\_\_

iii) Name (next of kin) \_\_\_\_\_

Work: \_\_\_\_\_ Mobile: \_\_\_\_\_

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

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

Signed ..... (Parent/Guardian) Date

.....

The information on this form is requested for the purpose of organising an educational visit. The information is covered by the provisions of the Data Protection Act, 1998. Your signature to the form is

Killen Primary School February 2024

deemed to be an authorisation by you to allow the school to process and retain the information for the purpose(s) stated.

Group Leader: \_\_\_\_\_

Visit to: \_\_\_\_\_

Dates: \_\_\_\_\_ To: \_\_\_\_\_

Please comment on the following:-

	Yes	No
<b>Was the venue suitable?</b>		
<b>Was the accommodation / food / equipment of a suitable standard?</b>		
<b>Were the venue staff competent?</b>		
<b>Were the travel arrangements appropriate?</b>		
<b>Were the educational objectives met?</b>		
<b>Was the content of programme relevant to the group?</b>		
<b>Were the young people effectively briefed prior to the visit?</b>		
<b>Were agreed procedures followed by all in a supervisory capacity?</b>		
<b>Are there any specific issues which need to be addressed as a result of this visit?</b>		

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