



Ashfield Girls' High School



“Each different. Each talented. All valued.”

Educational Visits Policy and Prodecures



Author(s)	Mrs Louise Hanvey - Principal
Adopted Date:	March 2025
Review Date:	March 2027



Educational Visits Policy and Prodecures



Educational Visits Policy

March 2025

Mrs Louise Hanvey (Principal)



Educational Visits Policy and Prodecures

Contents Page

Page	Contents
3	Executive Summary
4	Section A – Aims of the Policy
5	Section B – Legislative Context and Linked Policies
6	Section C – Policy Procedures
17	Section D – Roles and Responsibilities
21	Section E – Consultation, Communication, Monitoring and Evaluation
Appendices	Appendix 1: Educational Visits Planning Document Appendix 2: Procedures for Residential Educational Visits Appendix 3: Exemplar Code of Conduct



Executive Summary

Ashfield Girls' High School is committed to providing enriching educational experiences beyond the classroom, fostering personal and academic growth while ensuring the safety and wellbeing of all pupils.

This policy establishes clear guidelines for planning, managing, and conducting educational visits to maximise learning opportunities while maintaining high safety standards. Educational visits encompass academic, cultural, sporting, and adventurous activities that enhance pupils' development.

The policy aligns with statutory health and safety obligations, safeguarding regulations, and best practices as outlined by the Education Authority and Department of Education. Risk assessments, child protection measures, and appropriate supervision ratios are key components to ensure pupils' welfare.

Educational visits are categorised based on their nature and risk level, from routine local outings to international residential trips and hazardous activities. Comprehensive risk assessments are mandatory to identify and mitigate potential hazards, ensuring a safe learning environment.

Appropriate staff-to-pupil ratios are determined through risk assessments. All staff and volunteers involved must undergo Access NI vetting, and transport arrangements must meet statutory requirements.

Adequate insurance coverage is essential, particularly for overseas and high-risk visits. External service providers must demonstrate compliance with safety and safeguarding protocols.

All participants must adhere to a code of conduct, ensuring respectful behaviour and safety compliance.

This policy ensures that all educational visits align with the school's mission of empowering students while prioritising safety, responsibility, and enriching learning experiences.



Section A (Aims of the Policy)

The Educational Visits Policy Aims to:

- **Enhance Learning Opportunities** – To provide pupils with enriching educational experiences beyond the classroom that complement the curriculum and contribute to their academic, personal, and social development.
- **Promote Safety & Well-being** – To ensure that all educational visits are conducted with rigorous safety measures, safeguarding protocols, and appropriate risk assessments to protect pupils and staff.
- **Foster Personal Growth** – To encourage pupils to develop independence, teamwork, confidence, and resilience through participation in diverse learning experiences.
- **Ensure Inclusivity & Accessibility** – To provide all pupils with equal opportunities to participate in educational visits, removing barriers to engagement where possible.
- **Establish Clear Procedures** – To outline a structured framework for planning, supervising, and evaluating educational visits, ensuring compliance with legal, safeguarding, and insurance requirements.
- **Encourage Responsibility & Respect** – To instil a sense of responsibility, respect, and appropriate behaviour in pupils during off-site activities, reinforcing the school's values and expectations.
- **Strengthen Community & Cultural Awareness** – To broaden pupils' horizons through exposure to new environments, cultures, and experiences, fostering global awareness and social responsibility.



Section B (Legislative Context and Linked Policies)

Children Order (Northern Ireland) (1995)
Children's Services Co-operation Act (2015)
Special Educational Needs and Disability Order (2005)
The Education and Libraries Order (2003)
The Health and Safety at Work Order (Northern Ireland) 1978
The Human Rights Act 1998
The Relationships and Sexuality Education (Northern Ireland) (Amendment) Regulations 2023
The United Nations Convention on the Rights of a Child (1998)

CCEA: Wellbeing Hub (2024)
DENI: Children and Young People's Strategy 2020-2030
DENI: Children and Young Peoples' Emotional Health and Wellbeing Framework (2021)
DENI: Every Child (2023)
DENI: Every School a Good School (2009)
DENI: Pastoral Care in Schools (2002)
EA: Educational Visits (2018)
ETI: Empowering Improvement (2024)
ETI: Inspection and Self-Evaluation Framework (2017)
Guidance on Identifying and Supporting Learners with Social, Emotional and Behavioural Difficulties (2014)
Safeguarding and Child Protection in Schools (Updated September 2023).

Linked Policies

Safeguarding and Child Protection Policy
Pupil Wellbeing Policy
Attendance Policy
Intimate Care Policy
Behaviour for Learning and Positive Behaviour Policy
Medical Needs Policy
Special Educational Needs Policy
Relationships and Sexuality Education Policy
Health and Safety Policy
Healthy Eating Policy
Mobile Devices Policy
Equality and Inclusion Policy



Section C (Policy and Procedures)

The term educational visit 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’.

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

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

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



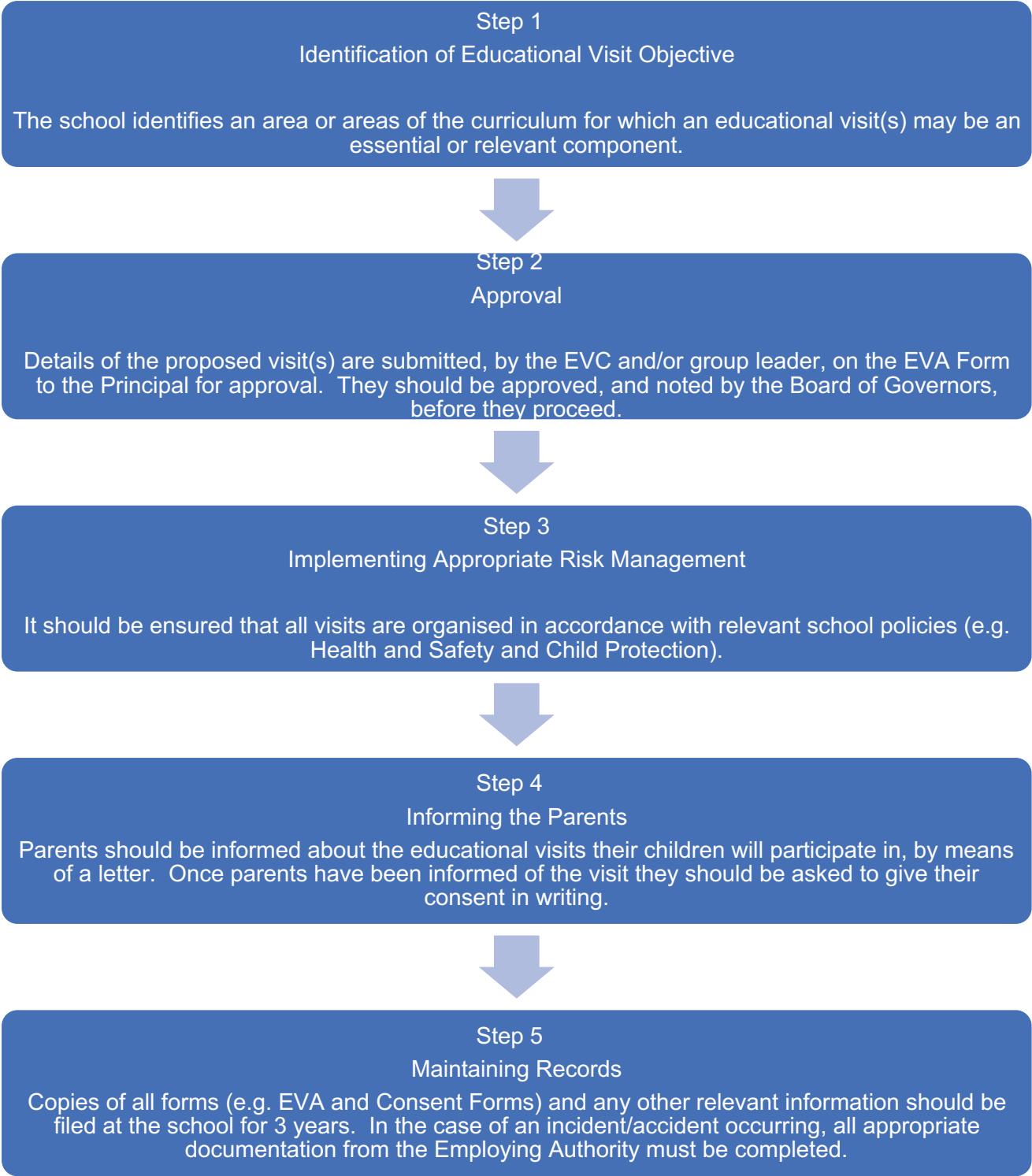
Categories of Educational Visits

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:	<ul style="list-style-type: none"> • 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



Procedures

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





Categories 3, 4 and 5





The Educational Visits Planning Document – Appendix 1

The Educational Visits Planning Document outlines the expected actions for each Category of trip and must be completed before the trip takes place.

Procedures for Residential Educational Visits – are outlined in Appendix 2.

Risk Assessments

Educational visits cannot be entirely risk-free. The aim, therefore, is to contain risks within acceptable levels. Effective risk management will enable new experiences and will maximize the impact of educational visit.

Care must be taken not to expose the child to unacceptable physical or psychological risk, particularly on those occasions when the educational visit aims to exercise the individual's sense of adventure. Fundamental to the planning process of any educational visit is the process of risk assessment.

Risk assessment enables schools to make a reasoned judgement about the level of risk involved and what actions need to be taken to reduce the risk to an acceptable level which permits the visit to go ahead.

This is achieved by either:

- i) eliminating the identified hazards altogether: - for example, by choosing not to use a water sports centre if the centre staff do not possess current life-saving qualifications or;
- ii) managing hazards by introducing effective control measures: - for example, by ensuring that participants are led by competent and experienced instructors when participating in adventurous activities

Risk Assessment comprises the following steps:

- define the activity to be undertaken
- identifying the hazards associated with the activity
- identifying the people who may be at risk
- evaluating the potential risk
- establishing additional safety and/or control measures
- disseminating information to all relevant persons and compile information packs as appropriate

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

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.



Supervision and Staff Ratios

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 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)
- the outcome of a risk assessment

It is likely that additional supervision may be required, particularly in relation to categories 3, 4 and 5 with reference to residential visits and hazardous activities. Risk assessments may include the assessment of individual pupils and those with behavioural considerations 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

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

Close (direct) supervision occurs when the group remains within sight and contact of the supervisor.

Remote (indirect) supervision is planned and is subject to stringent controls, while the group is not necessarily within direct contact or vision of the leader at all times. Both the leaders and the group will know of each other's whereabouts and clear lines of communication including rendezvous points will have been established. Leaders are required to remain in the area, in which the indirect supervised activity takes place, throughout period. The need to involve volunteers e.g. parents or governors with clearly defined roles and responsibilities is an accepted practice.

THE RATIO FOR POST-PRIMARY SCHOOLS FOR A CATEGORY 1 and 2 TRIP IS – 1 TEACHER: 20 PUPILS*.

**This figure is to be used as a starting point when assessing the appropriate ratio for each trip. The final ratio will be decided by the group leader and approved by the Principal.*



Vetting

In the context of educational visits, it is essential that the school's Safeguarding and Child Protection Policy and procedures are followed. This includes the requirement to ensure that staff who work with, or have access to pupils, have been subject to appropriate vetting procedures through Access NI.

The need to vet volunteers should be made on the basis of their having 'substantial access to children'. Participation in an educational visit, particularly those with a residential element, would provide such access. Schools should refer to the DE Circular 2012/19 regarding the vetting requirements for school volunteers as part of the Access NI Disclosure and Barring Arrangements. Also refer to DE Safeguarding and Child Protection – A Guide for Schools document (April 2017, Updated September 2019).

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

In addition, schools need to be satisfied that places to be visited, particularly residential centres, have similar procedures in place for their own staff, who also have substantial access to pupils.

Transport

The Senior Leadership Team must be satisfied that all the transport arrangements meet the legal statutory requirements for the type of journey proposed.

Areas to Consider:

- that the operator holds a valid Operator's Licence (this can be checked out by contacting the Department of Infrastructure or looking at their web site)
- the mode of transport is appropriate to the needs of the pupils
- there is adequate supervision during transit
- those involved in driving hold the relevant licence to drive the vehicle
- those involved are insured appropriately
- guidance on the transport arrangements relevant to the particular group, e.g. age and/ or developmental needs

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

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

- satisfy themselves that the vehicle is licensed and insured for purpose – this could involve asking for a copy of the insurance details; (staff should have business insurance on their car if transporting pupils)
- seek the agreement of the parents of the pupils involved – this should be in writing
- satisfy themselves that private car users do not carry more passengers than the number of seat belts available
- do so in accordance with the school's Safeguarding and Child Protection Policy



Insurance Cover

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

The Education Authority will cover the legal liability of controlled and maintained schools in respect of personal injury claims. It is however, recommended that schools should take out additional travel insurance in relation to educational visits outside of Northern Ireland.

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

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

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

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

Use of Independent Providers

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

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

- employing authority policy and procedures are followed in relation to the use of such providers
- providers are reputable and have the necessary insurance in place for the services they provide
- staff involved in the delivery of the service are competent and are aware of their roles and responsibilities in relation to the group and child protection
- risk assessments are available for the activities the group will partake in
- adequate emergency and contingency plans and procedures are in place in the event of unforeseen circumstances
- These prerequisites should be ascertained in writing from the external provider as part of the school risk assessment



Code of Conduct

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

In advance of an educational visit, accompanying staff, volunteer supervisors, pupils and parents should all be made fully aware of the code, including possible sanctions. All pupils participating in an educational visit must agree to abide by the code of conduct, and normal school rules apply, at all times during the visit. Staff must also follow the school's Staff Code of Conduct outlined in the Safeguarding and Child Protection policy.

It is the responsibility of the leaders to maintain standards of behaviour and discipline while on educational visits. Leaders cannot avoid setting an example to group members in everything they do or say.

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

It may be necessary to devise a duty rota in order that staff can have a break away from supervisory duty, while ensuring that an appropriate level of supervision is maintained at all times.

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.

Exemplar Code of Conduct – refer to Appendix 3.



Communication to Parents

An effective, two-way communication process between the 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:

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

Contact with Parents during the Visit

All parents of pupils taking part in an educational visit should be briefed (category 3, 4 and 5 visits) or provided with (category 1 and 2 visits) with a copy of the communication procedure in advance of the visit. These should be clearly defined arrangements/protocols for parents to make contact with their child.



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.

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

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

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

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

Critical Incidents

“A critical incident may be defined as any sudden and unexpected incident or sequence of events which causes trauma within a school community and which overwhelms the normal coping mechanisms of that school.” (iMatter Every School a Good School. A Guide to Managing Critical Incidents in Schools). In the event of a critical incident (as defined above) occurring during a school visit the school’s critical incident management plan should be implemented.



Section D (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.

The Employing Authority:

The Employing Authority will generally retain a number of responsibilities. The Employing Authority may provide:

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

Board of Governors:

- Have a written Educational Visits Policy in place.
- Ratify the policy and ensure that it is reviewed every two years, or when guidance changes.
- Monitor the effectiveness of the policy.

Principal:

It will normally be the Principal, with the agreement of the Board of Governors, from whom permission must be obtained before a visit takes place.

- Has operational responsibility for the policy and its implementation.
- Ensure that the policy follows the appropriate DENI guidance.
- Ensure that staff are aware of the policy and its procedures.
- Provide professional learning opportunities.
- Ensure that the application of the policy is consistent and fair.
- Ensure the review of this policy, updating it when there is new guidance.



Educational Visits' Co-ordinator (EVC):

The principal may assume the role of the EVC or designate this role to a member of the Senior Leadership Team. The EVC should assume the role of, or designate an appropriately competent member of staff, to act as the group leader for any educational visit. This person will have overall responsibility for the supervision and conduct of the visit, the health and safety of the group and ensure that clear lines of accountability are established.

The EVC should be satisfied that:

- there is an acceptable code of conduct for pupils
- the visit complies with best practice as outlined in this guidance document
- a competent group leader is selected
- child protection procedures are adhered to in the planning process, including the vetting of volunteers
- all necessary arrangements and preparations have been completed including risk assessment, before the visit begins
- all relevant checks have been undertaken if an independent provider is to be used
- the group leader has experience in supervising pupils 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 pupils during specific activities
- the group leader has taken reasonable steps to familiarise him/ herself with the location/centre where the activity will take place
- prior to any educational visit, all volunteers should be clearly advised of their role and responsibilities during the visit and this should be communicated in writing to them and all accompanying staff
- the ratio of leaders to young people is appropriate
- proper procedures have been followed in planning the visit
- there is adequate and relevant insurance cover
- the group leader has the address and phone number of the venue to be visited and has a contact name
- a school contact has been nominated (normally the principal or EVC) and the group leader has details
- that an emergency contingency and critical incident plan has been created and that the group leader, accompanying staff, volunteers and nominated school contact are aware of the agreed emergency contingency arrangements
- the 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



Group Leader:

A member of staff should be designated by the Principal or EVC as group leader. 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.

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



Educational Visits Policy and Prodecures

Accompanying Staff:

Accompanying staff must endeavour to ensure the health and safety of everyone in the group and act as any reasonable parent would do in the same circumstances. 'In Loco Parentis' applies to all adults who work with pupils.

Accompanying staff should:

- accept the authority and follow the instructions of the 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

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 are invited to a briefing session, where appropriate.

Parents should:

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

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

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.



Section E (Consultation, Communication, Monitoring and Evaluation of the Policy)

This policy has been developed in consultation with governors, staff, pupils and parents.

The policy will be monitored via a range of methods. It is based on addressing presenting issues, established by a range of methods including following Department of Education Northern Ireland guidance, pupil surveys, pupil discussions, those raised at Student Council meetings and parent discussions.

The Educational Visits Policy will be reviewed by all stakeholders and, if required, updated:

- following any incident which highlights the need for such a review.
- when directed to by the Department of Education Northern Ireland and in light of new guidance.
- Every two-years (as identified on the front cover of this policy).

To appropriately monitor the effectiveness of the policy, the Board of Governors shall:

- be updated regularly on any regulation changes, respective of medical needs in school.
- identify current issues, trends and priorities for action.
- assess the effectiveness of strategies aimed at ensuring that pupils' needs are met in relation Educational Visits.



Appendix 1: Educational Visits Planning Document

Ashfield Girls' High School



Educational Visits Planning Document

Category 1 and Category 2

Please bring this booklet with you when requesting approval from the Principal (2 - 4 calendar weeks before the educational visit).

Please return this booklet (with all consent forms) to L Snowden as soon as the Educational Visit is over



Educational Visits Planning Checklist (EVPC)

To be completed by the Group Leader and a copy given to each group member.

Has the Educational Visits Approval (EVA) form been completed and signed by Mrs Hanvey?	
Have you informed L Snowden about the educational visit? (Date, location, pupils)	
Has the request for cover been discussed with D Dunlop?	
Has the request for transport been submitted to L Snowden?	
Has any payment for venue / destination been arranged through L Snowden?	
Is a preliminary visit of the venue / destination required?	
Has a group leader been agreed and all group members are aware of their role and the details regarding the educational visit?	
Has the Education Visit Risk Assessment been completed (with guidance from L Hanvey if first educational visit of this nature)?	
Does an Educational Visit Risk Assessment for an individual pupil need to be completed (medical, learning or behavioural) with B Cripps	
Has a letter informing parents/ carers about the details of the trip been distributed to all pupils?	
Have the pupils been made aware of the arrangements regarding clothes, food / drink, spending money and any other requirements in advance?	
Have the pupils been told the location and time that they should meet for departure?	
Have staff been made aware of the arrangements regarding the educational visit e.g briefing or by e-mail.?	
Has the Educational Visits Consent / Code of Conduct Form (EVC) been given to all pupils?	
Has the Educational Visits Consent / Code of Conduct Form (EVC) been signed and returned by all pupils (including pupil and parental / carer signature)?	
Has the information on the Educational Visit Consent / Code of Conduct Form (EVC) been included in the Educational Visit Risk Assessment (EVRA) (if medical conditions are identified)	
Has the information on the Educational Visit Consent / Code of Conduct Form (EVC) been transferred onto the Educational Visits Group Details (EVGD) Form?	
Are all group members (as appropriate) aware of the: <i>Staff Code of Conduct</i> <i>Pupil Code of conduct</i> <i>First Aid Procedures</i> <i>Emergency / Contingency Procedures / Critical Incident Procedures</i>	
Has a First Aid kit been arranged with The Pupil Welfare Auxiliary?	
Does the group leader have an identified person (back at school) who they can contact in case of an emergency? Do they have a method of contact e.g. mobile number?	
Has a register been completed before departure?	
Has medication (as identified on EVC form) been bought with the pupil?	
Has an accurate copy of the Educational Visits Group Details (EVGD) form been left with L Snowden before departure?	
Has the Educational Visit Booklet and ALL Educational Visit Consent (EVC) forms been given to L Snowden on return from the educational visit?	
Did the Educational Visit Incident (EVI) form need to be filled in? If so, please forward to L Hanvey	
Was the Educational Visit Review (EVR) form completed? If so, please forward to L Hanvey	



Category of Visit

Which category does the trip fall under?

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:	<ul style="list-style-type: none">• 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	



Educational Visit Approval Form (EVA)

Educational visit to							
Educational objective of visit							
Category of visit	1		2				
Date/s of visit							
Year Group (please circle)	8	9	10	11	12	13	14
Number of pupils							
Total number of pupils							
Member(s) of staff accompanying the visit							
What is the pupil / teacher ratio? <i>(the average trip for post-primary is 20 pupils per teacher)</i>							

Authorisation

Staff member	Signature	Date
Group Leader		
Principal		
Board of Governors		



Permission for Cover

Please complete this form for any courses/conferences you wish to attend after discussion with Miss Dunlop. If Miss Dunlop is unavailable, please inform Mrs Hanvey or Mr McClintock.

Name of teacher (s)	Department

Details			
PERSONAL		PROFESSIONAL	
Medical Appointment	<input type="checkbox"/>	Conference	<input type="checkbox"/>
Family Wedding	<input type="checkbox"/>	Subject Specific INSET	<input type="checkbox"/>
Funeral	<input type="checkbox"/>	General INSET	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	Exam Board Training	<input type="checkbox"/>
		Inductions / EPD	<input type="checkbox"/>
		School Trip / Visit	<input type="checkbox"/>
		In-School Activity	<input type="checkbox"/>
		Other: _____	<input type="checkbox"/>

Title of Course/Activity: _____

Name of Organisation: _____

Location of Course: _____

Date(s) From: _____ To: _____

Time: (please indicate time if only part of the day required) From: _____ To: _____

Is sub cover provided? Yes ☐ No ☐ Course Code _____

Office Use

Authorised by:

D Dunlop (SLT) Signature: _____ Date: _____

L Hanvey (Principal) Signature: _____ Date: _____



Transport Request Form

Please forward to L Snowden

Name of staff member organising educational visit	
Date transport is required	
Number of Pupils	
Number of Staff	
Outbound Journey	
Transport Pick Up Location	
Transport Pick Up Time	
Return Journey	
Transport Pick Up Location	
Transport Pick Up Time	
Additional Information	



Educational Visits Consent Form / Code of Conduct

Pupil Name	
Form Class	
Date of Birth	
Educational Visit to	
Educational Visit date	
Departure Time	
Expected Return Time	

Please provide details of:

Any current medical condition	
Any medication currently being taken	
Any other relevant information which may affect her participation in the visit (including allergy or dietary requirements)	



Emergency Contact Numbers

Name of parent / carer	
Home	
Mobile	
Work	
Other	

I accept the code of conduct for educational visits.

Signed: (Pupil) _____ **Date:** _____

I consent to my daughter taking part in the educational visit outlined above. I confirm that she is medically fit to participate.

I accept the established code of conduct for the educational visit and agree to the arrangements (including costs) relating to my daughter being sent home early from the visit.

I agree to my 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.

During the trip, we may video or take photographs of your daughter. These may be used with discretion, in promoting the school, in printed publications and online. If you do not wish to consent to your daughter being included the publicity surrounding this trip, please inform the group leader.

Signed: (Parent) _____ **Date:** _____



Place(s) to be visited		Group Leader		Date	
-------------------------------	--	---------------------	--	-------------	--

Identify potential hazards while on the Educational Visit in the table below. Then score the probability and consequence of the hazard to identify the risk score (use Table 1 for guidance). Then use Table 2 to inform the level of control measures that are required to minimise the risk score.

Hazard	Probability	Consequence	Risk (score)	Control Measures (5 – 9 risk score)

Table 1

Probability	Code	Consequence	Code	Risk Score = Probability x Consequence
Highly unlikely to ever occur	1	Injury not requiring first aid Medical condition is normally easily manageable Little impact on individual or group safety Pupil behaviour has the potential to cause minor disruption to the trip	1	
May occur but very rarely	2	Minor injury requiring first aid Medical condition is normally manageable Minor impact to individual or group safety Pupil behaviour causing minor disruption to the trip	2	
Does occur by only rarely	3	Medical attention required Medical condition is manageable with the potential to flair up Medium impact to individual or group safety Pupil behaviour causing medium disruption to the trip	3	
Occurs from time to time	4	Major injury leading to hospitalisation Medical condition is likely to flair up and may require hospitalisation Major impact to individual or group safety Pupil behaviour causing major disruption to the trip	4	
Likely to occur often	5	Fatality or serious injury leading to disability Medical condition is likely to flair up and could be life threatening Major impact to individual or group safety Pupil behaviour causing disruption that may result in the trip being stopped	5	



Table 2

Score	Risk	Level of control measures required
1-4	Trivial / Insignificant	Acceptable. Activity should be regularly reviewed to ensure there is not change to the risk.
5-9	Low / Tolerable	Activity can proceed. <u>Control measures</u> must be monitored and reviewed as required to ensure they remain suitable and sufficient.
10 - 16	Medium / Substantial	Activity can proceed. Active management of risk required. <u>COMPLETE RISK MANAGEMENT PLAN – LEVEL 1</u>
20 - 25	High / Intolerable	Unacceptable activity. Activity should be changed until risk score is reduced to a maximum of 10-16.



Risk Management Plan – To be completed if risk is identified as Medium / Substantial – (10-16 risk score)
Risk Management Plan (Level 1)
Relevant background information
Hazards/Risks identified
Actions taken to reduce risk:
Arrangements for communication to: Pupils/Staff/Parents/Community as appropriate:

Educational Visits Group Details Form – Leave (copy) with L Snowden on Departure

Place(s) to be visited	Group Leader (Mobile number)	Date
Class / Group on Trip	Driver's Name	Driver Mobile No.

[illegible]

Roll Call @ Departure	Name	Medical Condition (if any)	Special Dietary Needs	Comments/ Remarks	Emergency Contact No.

This form must be completed and left with L Snowden before departure.



Educational Visit Incident Record Form – Please forward to L Hanvey

Group Leader	
Date of Incident	
Time of Incident	
Location of Incident	
Name and address(es) of witness(es)	
Please state in your own words what happened including details of names and status of those involved.	
Describe what action was taken (e.g. details of First-Aid, police or medical involvement).	

Signed: (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 General Data Protection Regulations. Your signature to the form is deemed to be an authorisation by you to allow the school or youth group to process and retain the information for the purpose(s) stated.



Educational Visit Post Visit Review Form – Please forward to L Hanvey

Please comment on the following:

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?	
Any other additional comments?	

Signed: (Group Leader) _____ **Date:** _____



Ashfield Girls' High School

(Insert Ashfield Policy front page)



Educational Visits Planning Document

Categories 3 – 5

Please bring this booklet with you when requesting approval from the Principal (4-6 calendar weeks before the educational visit).

Please return this booklet (with all consent forms) to L Snowden as soon as the Educational Visit is over



Educational Visits Planning Checklist (EVPC)

To be completed by the Group Leader and a copy given to each group member.

Has the Educational Visits Approval (EVA) form been completed and signed by Mrs Hanvey?	
Have you informed L Snowden about the educational visit? (Date, location, pupils)	
Has the request for cover been discussed with D Dunlop?	
Has the request for transport been submitted to L Snowden?	
Has any payment for venue / destination been arranged through L Snowden?	
Is a preliminary visit of the venue / destination required?	
Has a group leader been agreed and all group members are aware of their role and the details regarding the educational visit?	
Has the Education Visit Risk Assessment been completed (with guidance from L Hanvey if first educational visit of this nature)?	
Does an Educational Visit Risk Assessment for an individual pupil need to be completed (medical, learning or behavioural) with B Cripps	
Has a letter informing parents/ carers about the details of the trip been distributed to all pupils?	
Have the pupils been made aware of the arrangements regarding clothes, food / drink, spending money and any other requirements in advance?	
Have the pupils been told the location and time that they should meet for departure?	
Have staff been made aware of the arrangements regarding the educational visit e.g briefing or by e-mail.?	
Has the Educational Visits Consent / Code of Conduct Form (EVC) been given to all pupils?	
Has the Educational Visits Consent / Code of Conduct Form (EVC) been signed and returned by all pupils (including pupil and parental / carer signature)?	
Has the information on the Educational Visit Consent / Code of Conduct Form (EVC) been included in the Educational Visit Risk Assessment (EVRA) (if medical conditions are identified)	
Has the information on the Educational Visit Consent / Code of Conduct Form (EVC) been transferred onto the Educational Visits Group Details (EVGD) Form?	
Are all group members (as appropriate) aware of the: <i>Staff Code of Conduct</i> <i>Pupil Code of conduct</i> <i>First Aid Procedures</i> <i>Emergency / Contingency Procedures / Critical Incident Procedures</i>	
Has a First Aid kit been arranged with the Pupil Welfare Auxiliary?	
Does the group leader have an identified person (back at school) who they can contact in case of an emergency? Do they have a method of contact e.g. mobile number?	
Has a register been completed before departure?	
Has medication (as identified on EVC form) been bought with the pupil?	
Has an accurate copy of the Educational Visits Group Details (EVGD) form been left with L Snowden before departure?	
Has the Educational Visit Booklet and ALL Educational Visit Consent (EVC) forms been given to L Snowden on return from the educational visit?	
Did the Educational Visit Incident (EVI) form need to be filled in? If so, please forward to L Hanvey	
Was the Educational Visit Review (EVR) form completed? If so, please forward to L Hanvey	



Category of Visit

Which category does the trip fall under?

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:	<ul style="list-style-type: none">• 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• Boulderling/gorge walking• Swimming in open water• Coasteering	



Educational Visit Approval Form (EVA)

Educational visit to							
Educational objective of visit							
Category of visit	3		4		5		
Date/s of visit							
Year Group (please circle)	8	9	10	11	12	13	14
Number of pupils							
Total number of pupils							
Member(s) of staff accompanying the visit							
What is the pupil / teacher ratio? <i>(10 pupils per teacher for a residential visit)</i>							

Authorisation

Staff member	Signature	Date
Group Leader		
Principal		
Board of Governors		



Permission for Cover

Please complete this form for any courses/conferences you wish to attend after discussion with Miss Dunlop. If Miss Dunlop is unavailable, please inform Mrs Hanvey or Mr McClintock.

Name of teacher (s)	Department

Details	
PERSONAL	PROFESSIONAL
Medical Appointment <input type="checkbox"/>	Conference <input type="checkbox"/> Inductions / EPD <input type="checkbox"/>
Family Wedding <input type="checkbox"/>	Subject Specific INSET <input type="checkbox"/> School Trip / Visit <input type="checkbox"/>
Funeral <input type="checkbox"/>	General INSET <input type="checkbox"/> In-School Activity <input type="checkbox"/>
Other: _____ <input type="checkbox"/>	Exam Board Training <input type="checkbox"/> Other: _____ <input type="checkbox"/>

Title of Course/Activity: _____

Name of Organisation: _____

Location of Course: _____

Date(s) From: _____ To: _____

Time: (please indicate time if only part of the day required) From: _____ To: _____

Is sub cover provided? Yes ☐ No ☐ Course Code _____

Office Use

Authorised by:

D Dunlop (SLT)	Signature: _____	Date: _____
L Hanvey (Principal)	Signature: _____	Date: _____



Transport Request Form

Please forward to L Snowden

Name of staff member organising educational visit	
Date transport is required	
Number of Pupils	
Number of Staff	
Outbound Journey	
Transport Pick Up Location	
Transport Pick Up Time	
Return Journey	
Transport Pick Up Location	
Transport Pick Up Time	
Additional Information	



Educational Visits Consent Form / Code of Conduct

Pupil Name	
Form Class	
Date of Birth	
Educational Visit to	
Educational Visit date	
Departure Time	
Expected Return Time	

Please provide details of:

Any current medical condition	
Any medication currently being taken	
Any other relevant information which may affect her participation in the visit (including allergy or dietary requirements)	

**Emergency Contact Numbers**

Name of parent / carer	
Home	
Mobile	
Work	
Other	

I accept the code of conduct for educational visits.

Signed: (Pupil) _____ **Date:** _____

I consent to my daughter taking part in the educational visit outlined above. I confirm that she is medically fit to participate.

I accept the established code of conduct for the educational visit and agree to the arrangements (including costs) relating to my daughter being sent home early from the visit.

I agree to my 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) _____ **Date:** _____



Place(s) to be visited		Group Leader		Date	
-------------------------------	--	---------------------	--	-------------	--

Identify potential hazards while on the Educational Visit in the table below. Then score the probability and consequence of the hazard to identify the risk score (use Table 1 for guidance). Then use Table 2 to inform the level of control measures that are required to minimise the risk score.

Hazard	Probability	Consequence	Risk (score)	Control Measures (5 – 9 risk score)

Table 1

Probability	Code	Consequence	Code	Risk Score = Probability x Consequence
Highly unlikely to ever occur	1	Injury not requiring first aid Medical condition is normally easily manageable Little impact on individual or group safety Pupil behaviour has the potential to cause minor disruption to the trip	1	
May occur but very rarely	2	Minor injury requiring first aid Medical condition is normally manageable Minor impact to individual or group safety Pupil behaviour causing minor disruption to the trip	2	
Does occur by only rarely	3	Medical attention required Medical condition is manageable with the potential to flair up Medium impact to individual or group safety Pupil behaviour causing medium disruption to the trip	3	
Occurs from time to time	4	Major injury leading to hospitalisation Medical condition is likely to flair up and may require hospitalisation Major impact to individual or group safety Pupil behaviour causing major disruption to the trip	4	
Likely to occur often	5	Fatality or serious injury leading to disability Medical condition is likely to flair up and could be life threatening Major impact to individual or group safety Pupil behaviour causing disruption that may result in the trip being stopped	5	



Table 2

Score	Risk	Level of control measures required
1-4	Trivial / Insignificant	Acceptable. Activity should be regularly reviewed to ensure there is not change to the risk.
5-9	Low / Tolerable	Activity can proceed. <u>Control measures</u> must be monitored and reviewed as required to ensure they remain suitable and sufficient.
10 - 16	Medium / Substantial	Activity can proceed. Active management of risk required. <u>COMPLETE RISK MANAGEMENT PLAN – LEVEL 1</u>
20 - 25	High / Intolerable	Unacceptable activity. Activity should be changed until risk score is reduced to a maximum of 10-16.



Risk Management Plan – To be completed if risk is identified as Medium / Substantial – (10-16 risk score)	
Risk Management Plan (Level 1)	
Relevant background information ADD EV1 CHECKLIST?	
Hazards/Risks identified	
Actions taken to reduce risk:	
Arrangements for communication to: Pupils/Staff/Parents/Community as appropriate:	

Educational Visits Group Details Form – Leave (copy) with L Snowden on Departure

Place(s) to be visited	Group Leader (Mobile number)	Date
Class / Group on Trip	Driver's Name	Driver Mobile No.

[illegible]

Roll Call @ Departure	Name	Medical Condition (if any)	Special Dietary Needs	Comments/ Remarks	Emergency Contact No.

This form must be completed and left with L. Snowden before departure.



Educational Visit Incident Record Form – Please forward to L Hanvey

Group Leader	
Date of Incident	
Time of Incident	
Location of Incident	
Name and address(es) of witness(es)	
Please state in your own words what happened including details of names and status of those involved.	
Describe what action was taken (e.g. details of First-Aid, police or medical involvement).	

Signed: (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 General Data Protection Regulations. Your signature to the form is deemed to be an authorisation by you to allow the school or youth group to process and retain the information for the purpose(s) stated.



Educational Visit Post Visit Review Form – Please forward to L Hanvey

Please comment on the following:

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?	
Any other additional comments?	

Signed: (Group Leader) _____ **Date:** _____



Appendix 2: Procedures for Residential Educational Visits

Procedures for Residential Educational Visits

Seek permission

Discuss any potential trip with Mrs Hanvey first.

Arrange dates for the trip. If possible, residential trips should take place during school holidays or at the end of the summer term. If the trip is in term time, ensure that an appropriate contribution will be made towards the cost of sub cover (unless a part-time member of staff is involved on non-teaching days).

Present a proposal to the Board of Governors. The proposal should include:

- Dates
- Numbers/year groups
- Cost (it is useful to build in a minimum of £10 per pupil for unforeseen costs)
- Staffing/ratios
- Proposed itinerary
- Any additional costs/fundraising ideas

Any trip is dependent on permission from the Board of Governors.

Gauge Pupil interest

Present the trip to the pupils. Make it clear that good attendance is a prerequisite for involvement in school trips

Send letters home about the trip. These letters should include a parental permission slip and should outline:

- Dates
- Cost – items included
- Insurance
- Documentation required – passport/EHIC
- Proposed itinerary
- Deposit and whether or not this is non-refundable
- Payment plan
- The importance of good attendance

Create a list of pupils who are taking part in the trip.

Present this list to the Vice Principal (Pastoral) to ensure that all pupils are eligible – in terms of attendance, behaviour, medical needs - to go on the school trip.



Organise Staffing

The number of members of staff required will depend on the number of pupils taking part in the trip. There should be a ratio of 1 staff member to 10 pupils.

Any trip outside Ireland must have a minimum of 2 staff members.

A male member of staff must accompany the group if any boys are going. If the trip includes boys from Ashfield Boys' High School, the male member of staff could be from Ashfield Boys' High School.

Depending on the Risk Assessment, i.e. if the activity is considered to be hazardous or the trip has a young person with a significant medical need, at least one member of staff should, where possible, be a qualified First Aider.

If any additional members of staff are needed, the opportunity to go on the trip must be presented to the whole staff by the Principal who will set criteria for selection.

Staff members include teaching and support staff.

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

Preparation for the trip

- Complete all documentation (Educational Visits Categories 3-5).
- One staff member should be responsible for collecting permission slips and deposits.
- Receipts should be given to pupils and a spreadsheet should be kept of all money which has been collected. Money and cheques should be lodged with the office staff and photocopies of SF2s should be kept. Pupils' names and form classes should be on the back of all cheques.
- Ensure that payments can be made through the Parent Pay system.
- Ask for a monthly print-out of money from the trip account.
- Details of any medical issues, dietary requirements and contact details should be collected. 2 copies of each form should be kept – 1 to be taken on the trip and 1 to be left with trip documentation in school.
- Complete a risk assessment – risk, control, action.
- The insurance policy should be read through thoroughly and discussed with the Bursar.
- Photocopy passport details and keep 2 copies of these – 1 to be taken on the trip and 1 to be left with trip documentation in school.
- Ensure that luggage labels and identity cards are created for each pupil. The identity cards should include the address and phone number of the hotel, a map, key phrases and teachers' mobile numbers.
- Ask the Pupil Welfare Auxiliary to provide a basic First Aid kit. The Lead Organiser (or First Aider, if in attendance) should be responsible for arranging this and for taking care of it on the trip.
- If a pupil has a Health Action Plan, a copy should be brought on the trip.



Organise a meeting with parents before the trip. Give out a luggage list.

Discuss:

- Travel arrangements
- Code of conduct. The Code of Conduct should be signed by parents and pupils.
- Emergency procedures
- Specific concerns – for example, formal permission needs to be provided by parents if pupils are going to be using swimming pools.

On the Trip

It is helpful for identification if pupils travel in specific school hoodies. The cost of these should have been built into the overall cost of the trip.

Collect passports once pupils are through passport control. Lock the passports in a safe.

Set up a buddy system – pupils should never go anywhere alone.

Pupils should be divided into groups (with their buddies) and each group should be allocated to a member of staff. Each member of staff is responsible for checking that their pupils are ready for trips/present at meal-times/at meeting points/in their rooms at bedtimes and that they have whatever belongings they need with them. This member of staff should be the first port of call if a pupil needs help or support. Each member of staff will always carry emergency contact details and mobile phone numbers of the pupils in their groups.

In addition, the group leader will carry all pupil details.

There should also be regular head counts – for example, when exiting a building or form of transport.

Regularly remind pupils about emergency procedures – staying in groups, meeting places, identity cards, phone numbers (and the importance of activating international roaming if contact needs to be made).

Stress the importance of staying in one place if they become separated from the group.



Emergency situations

Teachers should carry upgraded school mobile phones (with credit) with them.

In an emergency, staff should be clear about who to contact back home and the group leader should have contact numbers for at least 2 members of the Senior Leadership Team. The Principal (or Vice-Principal if the Principal is unavailable) must be the first contact in the case of an emergency.

The group leader should have access to the school credit card.

If a pupil needs to go to hospital, a member of staff should accompany the pupil.

Damage to luggage or belongings must be reported to airlines and acted upon within a 10 day window.

Flight details must be provided for this.

After the trip

The group leader should have an informal meeting with the Principal to feed back on the trip.

A short evaluation should be provided for the Principal and Board of Governors. This should include any issues or incidents which have taken place.

An article should be written about the trip for the school magazine. The school website should also be updated.



Appendix 3: Code of Conduct (Exemplar)

Code of Conduct (Exemplar)

Please read these guidelines carefully. The safety and enjoyment of everyone on the trip is dependent on the responsible behaviour of each individual.

This is a school trip and normal school rules apply.

Staying Safe

- Listen carefully to and follow instructions given by teachers.
- Make sure you are clear about meeting points and times.
- Always carry your school identity card with contact details on it.
- Never go off alone. Always stay with a group of friends.

Transport

- On the aircraft, follow the safety advice given by the cabin crew.
- When travelling by coach, stay seated with seatbelts fastened.
- Eating food and chewing gum in coaches is not allowed.

Accommodation

- There will be other groups staying in the same hotel, so it is important to be considerate – try not to bang doors or be noisy.
- Pupils may not enter rooms or corridors occupied by other groups.
- Lock your room at night and ensure you know the room numbers of teachers, in case you need assistance during the night.
- Be careful when using electrical appliances such as hairdryers and straighteners. You are responsible for the safety of any electrical appliances you bring. Make sure they are unplugged after use.
- Hairdryers are not to be used after 10pm or before 6.30am in the morning.
-

Personal Belongings

- You are responsible for your own belongings – check planes, coaches, rooms and seats carefully before you leave them.
- Be careful when using a mobile phone on the street or in crowded areas.
- Ensure that money is kept in a safe place.

Be polite! Smile! Have fun!



Challenging girls today; creating women of value in the future



Principal: Mrs Louise Hanvey BSc (Hons) PGCE, PQHNI, PGDH

Hollywood Road, Belfast
BT4 2LY

Tel: 028 9047 1744

www.ashfieldgirls.org
info@ashgirls.belfast.ni.sch.uk