FORMS
AND
APPENDICES

Hill Croft School Form EOA1: Steps to follow when assessing risks

Activity/ Place to be visited:

- potential hazards

- people who are especially at risk from significant hazards

- list existing controls or where information can be found

- how will you cope with hazards

- continual monitoring of hazards throughout activity

Staff involved in discussion:

Date:

Hill Croft School Form EOA2: Record of Educational Outings

Teacher in Charge	Venue	Date of activity

Educational Visit Approval Form (Level 1 &2) EVA

Year 20 _____ Term _____ Dates _____ to _____

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

Approved _____ / _____

Signed principal/ vice principal *Date:*

Educational Visit Proposal Form (Level 3,4 &5) EVP

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

Name of School	
* Name and address of other school(s) involved (if applicable):	
Educational objective(s) of visit:	
Place(s) to be visited:	

KEY STAGE GROUP:	Nursery	Foundation	Key Stage 1	Key Stage 2	Key Stage 3/4	Post 16
		[4-6 years]	[6-11 years]		[11-16 years]	[16+ years]
Tick						

Total Numbers of Pupils Involved	Your School Project	Male	Female
	*Other School(s) Project(s)	Male	Female

Category of visit		Circle as appropriate 3 4 5			
Proposed Dates(s)	From:	.../…/….	To:	…../…../……	Number of Days (incl):
Approx cost per pupil					
Activities to be undertaken:					

Category of visit	Circle as appropriate 3 4 5

Staff & other adults involved Name:	M	F	School Visit	Date & Time of attendance

Transport Arrangements:	
Organising Company:	
Agency (if relevant):	
Other comments or information:	
Principal's Signature:	Date:
Chair of Governor's Signature:	Date:

The information on this form is requested for the purpose of organising an educational visit. The information is covered by the provisions of the Data Protection Act, 2018. 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.

PLANNING CHECKLIST FORM (Level 3,4 &5)

School: _____

Date of Visit: From _____ **to** _____

Venue: _____

Group Leader: _____

	Yes	No	N/A
The proposed visit has clear educational objectives			
The nature of the visit has been established			
The target group has been identified			
All the relevant information regarding the proposed educational visit has been presented to the management e.g. destination, itinerary, timescales etc.			
The management has approved the proposed visit			
An initial risk assessment has been undertaken for all aspects of the visit(s) and appropriate control measures have been put in place and recorded: • hazards have been identified			
• people who may be at risk have been identified			
• evaluation of the risk has been undertaken			
• additional safety and/or control measures have been established			
• information has been disseminated to all relevant persons and appropriate records maintained			
Where residual risks (inherent in all visits) still prevail an appropriate contingency/emergency plan has been put in place and disseminated to all relevant persons			
The number of leaders in attendance has been agreed: • a staff member has been identified as group leader			
• accompanying staff have been identified			
• volunteers have been identified			
• vetting procedures have been undertaken (where necessary)			

	Yes	No	N/A
Leaders are made fully aware of: • their roles and responsibilities (including Staff Code of Conduct)			
• the standard of conduct required of them during the visits			
Pupils and parents have been informed/briefed and understand the implications of their participation in the visit (including Pupils Code of Conduct)			
Parents/guardians have given their written consent to the young people participating in the educational visit			
All relevant information (medical, dietary and contact details) pertaining to the young people participating in the educational visit(s) has been obtained, recorded and appropriate action taken where necessary			
The transport arrangements for the group are appropriate for the nature / type of journey(s) planned			
Adequate insurance is in place to cover all aspects of the educational visit, including transport			
Where a residential visit is planned, the overnight accommodation has been assessed as appropriate in terms of: • its suitability for the group			
• its compatibility with the objectives of the visit			
Where the educational visit involves outdoor or adventurous activities, the Education Visits Co-ordinator and group leader are satisfied that: • appropriate management structures and systems are in place in relation to child protection / health and safety			
• staff are competent to provide the activities			
• risk assessments for the activities the group will partake in are in place			
• all relevant checks have been undertaken to ensure the above are in place			
The Educational Visits Co-ordinator has approved the operational arrangements for the visits.			
Final Approval is obtained, as appropriate.			

Consent Form (Level 3,4 &5)

School Name: _____

Date: _____

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

taking part in the educational visit to be held on _____

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 …….…….…….…

Educational Visit Group Details Form (Level 3,4 &5)

Group Details: _____

Date: _____

Name	Date of Birth	Gender M/F	Water Activities Yes/No	Medical Condition (If Any)	Special Dietary Needs	Comments/ Remarks

Educational Visit Incident Record Form

1 Name of School _____

2 Name of group leader _____

3 Date, Time and Location of Incident _____

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

_____ _____

_____ _____

_____ _____

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

_____

_____

_____

_____

_____

_____

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

_____

_____

_____

_____

_____

_____

Signed _____ Date _____

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Post Visit Review Form (Level 3,4 &5)

Group Leader: _____

Visit to: _____

Dates: _____ **To:** _____

Please comment on the following:-

Issue	Response
Was the venue suitable?	
Was the accommodation / food / equipment of a suitable standard?	
Were the venue staff competent?	
Were the travel arrangements appropriate?	
Were the educational objectives met?	
Was the content of programme relevant to the group?	
Were the young people effectively briefed prior to the visit?	
Were agreed procedures followed by all in a supervisory capacity?	
Are there any specific issues which need to be addressed as a result of this visit?	

Other Comments:

Signed group leader: _____ Date: _____

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, 2018. Your signature to the form is deemed to be an authorization by you to allow the school to process and retain the information for the purpose(s) stated.

Appendix 1

Risk Management (Level 3,4 & 5)

This is an example of an approach to risk assessment, using a scoring mechanism. It is recognised that there are other examples of good practice that already exist in schools for example the five-step qualitative approach. Such good practice should be built upon and disseminated across the whole school.

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

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

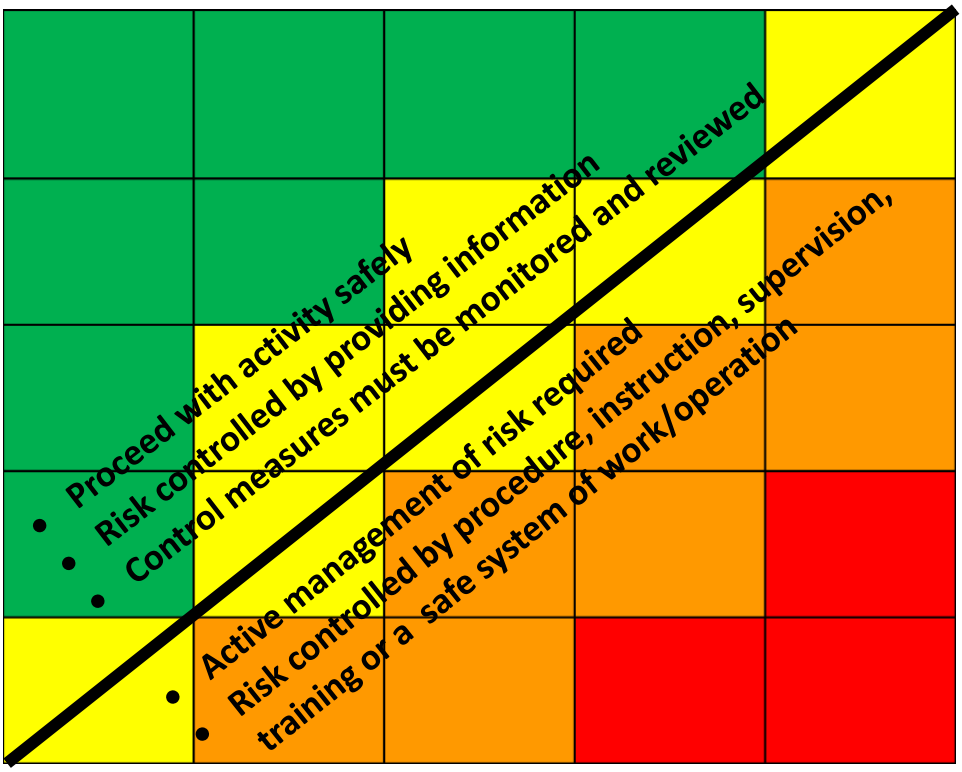
Risk = Probability of occurrence x Consequence of outcome

The level of risk can be calculated by multiplying probability by consequence, so providing a theoretical maximum score of 25. If the resulting score totals 10 or more then active management of the risk is required.

Score	1	2	3	4	5
1	1 Trivial Insignificant	2 Trivial Insignificant	3 Trivial Insignificant	4 Trivial Insignificant	5 Low Tolerable
2	2 Trivial Insignificant	4 Trivial Insignificant	6 Low Tolerable	8 Low Tolerable	10 Medium Substantial
3	3 Trivial Insignificant	6 Low Tolerable	9 Low Tolerable	12 Medium Substantial	15 Medium Substantial
4	4 Trivial Insignificant	8 Low Tolerable	12 Medium Substantial	16 Medium Substantial	20 High Intolerable
5	5 Low Tolerable	10 Medium Substantial	15 Medium Substantial	20 High Intolerable	25 High Intolerable

Risk Level	Action Required
1 – 4 Trivial/Insignificant	Acceptable. Activity should be regularly reviewed to ensure there is no change to the risk.
5 – 9 Low/Tolerable	Activity can proceed. Control measures must be monitored and reviewed as required to ensure they remain suitable and sufficient.
10 – 16 Medium/Substantial	Active management of risk required above score of 10. Activity can proceed, but with caution, ensuring control measures are maintained. Efforts should be made to reduce risk to low.
20 – 25 High/Intolerable	Unacceptable. Immediate action required. Activity should be stopped until control measures can be implemented to reduce risk to medium, then monitor

Risk Treatment



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

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

'As with much health and safety legislation and regulations the paper at the end of the process is of minor significance compared to the professional judgement of the group leader.

As risk management is becoming recognised in all walks of life it is important that young people become involved in the process at the earliest possible stage.' (Teaching Geography, Vol.25, No. 2, April 2000, p. 74) Schools and youth groups need to develop young people's understanding of risk. This will equip and prepare them to undertake risk assessment and help them to determine how risk can or cannot be managed.

Please find at **Appendix 1a** an exemplar risk assessment produced by a local secondary school for a school trip to London.

For pupils prone to behavioural problems an individual risk assessment is required, a template for which is available at **Appendix 1e**

Risk Assessment – General Risks							
All activities	Sickness/Injury Requiring the need for medical treatment	Students Staff	All students carry an ID card Insurance through NST Details of medical conditions and medication will be obtained from parents; students to have sufficient medication for the entire trip Written permission from parents to authorise teachers to approve appropriate medical treatment Two experienced first aiders on trip Contact numbers for parents, NST emergency medical service and insurance company to be carried by group leaders In the event of an allergy (nut) or other allergic reaction the NST emergency medical service number will be contacted immediately	3	3	**9**	Should a pupil become ill during the trip their parents will be notified and professional medical help sought
Coach Travel	Risk of accident	Students Staff	All teachers and students will wear seatbelts on the coach where available Students will be told not to move about coaches when in motion Reputable companies used throughout visit	2	5	**10**	

Appendix 1a

Outside activities	Students getting lost	Students	All students will be allocated to a particular teacher for whole trip Students will be told to stay in groups (minimum 3) at all times and never to go anywhere alone Students to be aware of school mobile number which will be carried by staff In case of a student going missing, staff to be informed immediately	4	1	**4**	
All Activities	Risk of abuse of students by strangers	Students	Students to stay in groups (minimum 3) at all times and never go anywhere alone Students to be aware of school mobile phone number which will be carried by staff In case of inappropriate contact from a stranger, staff to be informed immediately	2	3	**6**	
Coach Travel to and from Belfast	Road Accident	Students Teachers	Reputable company used	2	5	**10**	Regular staff checks

International Airport	Travel sickness		All teachers and students will wear seatbelts on the coach where available Students will be instructed not to move about coach when in motion Coach company will provide bags for sickness	3	1	**3**	
Belfast International Airport/ Gatwick Airport/ Luton Airport	Students getting lost Injury Theft Lost boarding pass Attention from strangers	Students	Students will be allocated to a teacher and will check-in as a group. Teachers will retain boarding passes for students unless when needed for barding of aircraft. Students will remain in their groups and board together. They will be counted regularly. Students will be seated together and will exit plane after the other passengers. Students will be told to report any inappropriate attention from strangers to teachers immediately	4 3 2 4 2	1 2 1 1 3	**4** **6** **2** **4** **6**	Teachers will supervise their groups and give clear instructions on a regular basis. Students may visit shops, but they are not allowed to venture anywhere on their own. Any student straying from the group will be punished.
Hostel/Hotel	Sickness Accident and Injury	Students Staff	NST have been requested to locate student rooms close together Students will be assigned to specific room Teachers' rooms have been requested to be on same level as students	3 3	3 3	**9** **9**	Students will be warned about behaviour and the avoidance of accidents. Students will read fire drill

	Fire Attention from strangers		Students will be told to report any inappropriate attention from strangers to teachers immediately NST regularly inspect the quality and safety of hostel accommodation. Teachers will draw students' attention to fire drill procedures Students will be asked to keep doors closed at night, opening them to no one except a member of staff. Windows should remain closed unless they are on a safety or security catch. Only male staff will go into boys' rooms. Only female staff will go into girls' rooms. Member of staff from hotel/hostel will be available at night time. Students will not be allowed out of the hostel unless supervised by staff. Students will be asked to be considerate of other guests.	2 2	5 3	**10** **6**	instructions in their rooms and check locations of exits Teachers will check all rooms for problems and risks Students will be given set times to stay in rooms and switch off lights. Teacher will be on duty in corridors at night time All teachers will have a list of rooms and occupants Students will be aware of the teachers' room locations.
<u>Underground Journeys</u>	Students getting lost Lost tickets	Students	Student to get off train at next stop and notify a member of the underground staff. Student or member or rail staff to phone school mobile.	3 4	4 1	**12** **4**	Head counts on the platform before embarkation and disembarkation.

	Falling onto the line		A member of staff will meet student at this point. Teacher to speak to underground staff about replacement ticket Ensure group stay behind the safety lines at tube stations	2	5	**10**	Students are given instruction what to do in case of failing to disembark Student to phone school mobile Student to get assistance from member of underground staff Member of staff will meet student at point where they are located
Trip on the River Cruise	Water Accident / injury Getting lost Falling off boat Attention from strangers	Students Teachers	Students supervised at all times to ensure safety Students will be expected to be on good behaviour during the boat trip of the River Thames and staff will need to be vigilant that students stay within safe areas of boat. Students will be told to report any inappropriate attention from strangers to teachers immediately	3 2 2 2	2 2 5 3	**6** **4** **10** **6**	Students will be warned about behaviour and the avoidance of accidents. Students to be in groups at all times Close teacher supervision of students Regular roll calls Staff to monitor school mobile

							phones for messages
Visits to Restaurants	Slips/ Trips Food Poisoning	Students Teachers	Ensure that pupils are seated together in restaurants and supervised by teachers. Slips/trips pupils must inform member of teaching staff and restaurant manager immediately Use Food Hygiene Ration Schemes to assist in the choice of Restaurants.	2 2	2 3	**4** **6**	
Trip to Madame Tussauds	Slips/ Trips Evacuation/Fire	Students Teachers	• Ensure that pupils are seated together in theatre before lights go down and supervised by teachers. • Ensure no pupils leave the building without teacher supervision • Ensure that pupils are aware of evacuation procedures • Ensure all pupils accounted for at the assembly point.	2 2	2 2	**4** **4**	Student reminded of appropriate behaviour and manners. Close teacher supervision of students. Students remain with their allocated teacher Teacher does head count for their allocated group, communicates with leader in charge

Trip to Natural History Museum Risk assessments for school groups carried out by The Natural History Museum have been attached to this document	Slips/ Trips Evacuation/Fire	Students Teachers	• Ensure that pupils are seated together in theatre before lights go down and supervised by teachers. • Ensure no pupils leave the building without teacher supervision • Ensure that pupils are aware of evacuation procedures • Ensure all pupils accounted for at the assembly point.	2 2	2 2	**4** **4**	• Student reminded of appropriate behaviour and manners. • Close teacher supervision of students. • Students remain with their allocated teacher Teacher does head count for their allocated group, communicates with leader in charge
Trip to West End musical	Slips/ Trips	Students Teachers	• Ensure that pupils are seated together in theatre before lights go down and supervised by teachers. Ensure no pupils leave the building without teacher supervision during performance/at interval/at end of performance	3	2	**6**	Student reminded of appropriate behaviour and manners. Close teacher supervision of students
Trip on the 'Hop on Hop Off' bus tour	Road Accident Boarding and disembarking the bus	Students Teachers	All teachers and students will wear seatbelts on the bus where available	2	4	**8**	Regular staff checks. Close staff supervision when

			Students will be instructed not to move about coach when in motion • Staff will expect students to observe Green Cross Code.				boarding and disembarking the bus
Shopping Trip in Oxford Street	Getting lost Attention from strangers Danger from traffic Pickpockets	Students Teachers	• Staff should ensure that students are safely escorted off underground at Oxford Street • Leaders will walk students around main part of Oxford Street and establish a location and time for meeting students. • Staff will expect students to observe Green Cross Code. • Staff will establish times and meeting points. • Students will be instructed to report any inappropriate attention from strangers to teachers immediately • Students will be warned about the dangers of pickpockets, and advised not to carry too much money and to secure any personal belongings • Students to have mobile phone numbers to contact staff if necessary	3 2 3 4	4 3 5 2	**12** **6** **15** **8**	Students will be warned about behaviour and the avoidance of accidents. Students to be in groups at all times Close teacher supervision of students Regular roll calls Staff will establish times and meeting points for shopping Staff to monitor school mobile phones for messages

Trip to London Eye Risk assessments for school groups carried out by London Eye have been attached to this document	Accident / injury Boarding the capsule Door entrapment	Students Teachers	• Students supervised at all times to ensure safety • Steps/stairs when boarding the capsule • Ensure that there are no students who suffer from vertigo • Supervision in capsule by teachers, ensure all students are away from door when opening	1 2 2	3 2 3	**3** **4** **6**	Students instructed on the health and safety rules of the London Eye Teachers supervise students on entering London eye and disembarking capsule
Trip to Covent Garden	Getting lost Attention from strangers Danger from traffic Pickpockets	Students Teachers	• Staff should ensure that students are safely escorted to Covent Garden • Leaders will walk students around main part of Covent Garden and establish a location and time for meeting students. • Staff will expect students to observe Green Cross Code. • Staff will establish times and meeting point. • Students will be told to report any inappropriate attention from strangers to teachers immediately • Students will be warned about the dangers of pickpockets, and	2 2 2 4	3 3 4 2	**6** **6** **8** **8**	Students will be warned about behaviour and the avoidance of accidents. Students to be in groups at all times Close teacher supervision of students Regular roll calls Staff will establish times and meeting points for shopping Staff to monitor school mobile

			advised not to carry too much money and to secure any personal belongings • Students to have mobile phone numbers to contact staff if necessary				phones for messages
Moving around public areas in London	Terror Attack Potentially involving gunshot, stab, vehicle and blast injuries	Students Teachers	• Staff and students briefed to be vigilant throughout visit • Staff and students required to download CitizenAID App onto mobile phone and familiarise themselves with Run-Hide-Tell procedure • Teachers to supervise movement of students in as small a group as possible • Potential target areas to be avoided where possible, e.g. Large railway stations, Houses of Parliament etc. • Appointed first aiders to be familiar with the 'Treat the Injured' section on CitizenAID.	4	5	**20**	Situation should be monitored prior to visit. If attack occurs anywhere in UK, trip may have to be reconsidered depending on circumstances. If already in place, and an incident occurs, group should be retained within hotel or an alternative place of safety.

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 advanced by every member of the group including:

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

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

Contingency Planning

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

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

- an **immediate threat to the physical and emotional safety and well-being** of the pupils and staff on the visit;
- an **unplanned closure** of the venue/destination for a period of time;
- a **significant disruption to travel arrangements** due to unforeseen circumstances (eg cancelled flights, mechanical breakdown etc.)

- an **injury, illness or fatality involving a pupil or member of staff on the visit ;**
- a sudden **serious illness, injury or fatality** of a pupil, member of staff or close relative **back at school or home;**
- a **criminal incident** involving group members or leaders;
- involves the school/organisation having to provide a **response to the media** relating to any of the above**.**

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

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

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

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

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

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

Appendix 3

MODEL CODE OF CONDUCT FOR PUPILS (or where appropriate parents)

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, vetting procedures prior to participation

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

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

Information regarding the following should be provided:

- educational purpose(s) of the visit;
- date(s);
- departure and return times;
- transport arrangements;
- address/location/accommodation;
- details of all planned activities, including any that are hazardous;
- health and safety rules;
- responsibility for themselves and others (see pupils 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.