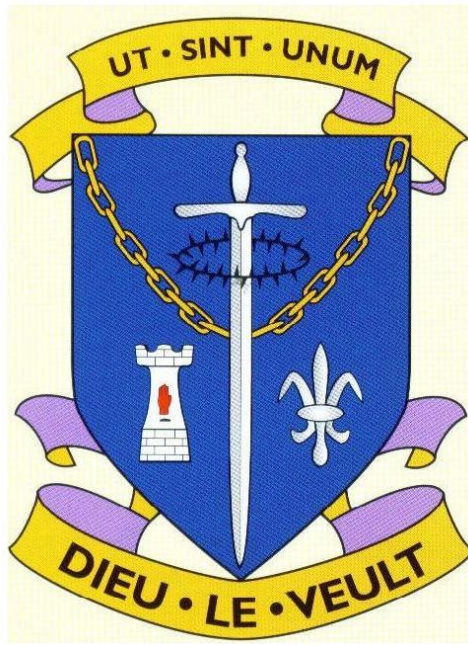


St Louis Grammar School Kilkeel



School Trips Policy

Date of Policy: September 2025

Last Reviewed: June 2026

Reviewed by: Mr E McGlue

Date of Review: June 2027

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. Such educational visits help young people to develop a wide range of valuable personal and social skills and assist in developing positive relationships between pupils and staff.

Potential hazards should not discourage teachers from undertaking educational visits. However, good planning and attention to safety will reduce the number of accidents and lessen the seriousness of any that may occur. Adherence to this policy should reassure teachers that they have followed existing good practice.

LEGAL CONTEXT

The employing authority is legally obliged, to ensure that the health and safety of its employees and pupils in their care, is safeguarded while in any way affected by such employer's undertakings.

This duty is imposed through occupational health and safety statute, specifically under The Health and Safety at Work (N.I.) Order 1978, and places responsibility upon employing authorities to ensure that their management arrangements in general, (but also those arrangements which encompass specific activities such as educational visits) are adequate to protect the health and safety of all those in any way affected by such employer's undertakings.

The manner in which such arrangements are developed is through the process of a risk assessment, the outcome of which acts as the basis for the staff to establish what needs to be put in place to allow the visit to proceed in a way which sufficiently manages the risks to which participants may be exposed.

The board of governors of a school has a statutory duty under Article 7 of the Education and Libraries (NI) Order 2003, to safeguard and promote the welfare of registered pupils at the school at all times when the pupils are in lawful control or charge of a member of staff of the school.

The legal framework to protect children from harm is primarily provided by the Children (Northern Ireland) Order 1995 which became law on 4 November 1996 and repeals virtually all pre-existing legislation concerned with child protection. The central thrust of the Order is that the welfare of the pupil must be the paramount consideration and it is this essential principle which underpins effective practice in the area of child protection.

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

The pupil's welfare must always be paramount, and this overrides all other considerations.

All pupils have the fundamental right to be protected from harm.

Pupils have a right to be heard, to be listened to and to be taken seriously.

Careful consideration must be given to pupils who have special educational needs, as such children may be especially vulnerable.

Data Protection

A range of information is required for the purpose of organising and reviewing an educational visit. This information is covered by the provisions of the Data Protection Act, 1998.

Amendments may be required to satisfy the general data protection regulations 2018 (GDPR).

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

Definition of School Visits

Category 1 Basic

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

Category 2 One-off day /evening excursions (Non hazardous)

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

Category 3 Residential visits of one or more nights within Ireland. (Non hazardous)

e.g. visits to residential centres, field centres, youth and school exchanges, and award bearing schemes (President's Award)

Category 4 Residential visits outside Ireland (Non hazardous)

e.g. international exchange visits, sporting events, cultural trips and international community work

Category 5 Hazardous Activities – residential and non-residential as exemplified below:

Fieldwork, Hill walking, Cycling / mountain biking, Orienteering, Rock climbing/abseiling, Caving and potholing, Kayaking, Open canoeing, Windsurfing, Dingy sailing, Sub-aqua, Skiing/ Snowboarding, Horse riding, Angling, Waterskiing, Rafting, Rowing.

All categories require permission from parents/ guardians. In the case of category 1 trips permission can be obtained at the beginning of the season to cover pupil for the duration of the team's participation in competition or duration of lessons in pool etc.

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

Step 1 Identification of Educational Visit – Objective

The school identifies an area or areas of the curriculum for which an educational visit(s) may be an essential or relevant component.

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

Step 2 Approval

Details of the proposed visit(s) are submitted, by the EVC and/or group leader, on the EVA Form to the principal for approval. They should be approved, and noted by the board of governors, before they proceed.

Step 3 Implementing Appropriate Risk Management

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

Step 4 Informing the Parents

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

Step 5 Maintaining Records

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

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

Procedures Step by Step for Visits in Categories 3, 4 and 5

Step 1 Identification of Educational Visit – Objective

The school identifies an area or areas of the curriculum for which an educational visit(s) may be an essential or relevant component.

Step 2 Initial Approval

Details of proposed visit should be submitted by the EVC and/or group leader to the Principal for consideration in consultation with the board of governors. The EVP should be used for this purpose and any relevant information attached e.g. details of the residential centre to be used. It is the responsibility of the principal in consultation with the board of governors, to decide whether a visit should proceed. It is essential, therefore, that they are consulted at the earliest opportunity. Under normal circumstances, a minimum period of notice of not less than 4 weeks is recommended. Detailed planning can proceed once initial approval has been granted.

Step 3 Completion of Planning Checklist

The appropriate sections of the planning checklist should be completed by those with key responsibilities for the visit. See EV1 Planning Checklist (pages 33-34).

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

Step 4 Briefings

Staff, volunteers, parents and pupils, should be briefed about all aspects of the educational visit (see Appendix 7). Once parents are fully aware of the visit details, they should be asked to give their consent in writing. The exemplar Consent Form (page 35) may be used for this purpose. In the case of young people over the age of 18, with severe learning difficulties or vulnerable adults, consent is also required.

Step 5 Information Collated

It is important to gather together all relevant information about the pupils participating in the visit. This should be collated by the group leader and the originals retained by the school. An Educational Visits Group Details Form can be found on page 36.

Step 6 Final Approval Secured

Visits in this category can only proceed once final approval has been secured from the principal and the board of governors. The EVP form should be signed by both the principal and the chair of the board of governors to confirm approval and endorsement of the arrangements for the visit.

Step 7 Maintaining Records

Copies of all forms and relevant information should be filed at the school. Any changes to the original approved visit must be agreed, as appropriate, prior to the event taking place.

An exemplar Educational Visit Incident/Accident Form can be seen on page 37. This form may be used by accompanying staff to keep a record of the pertinent information required of any incident or accident that occurs during an educational visit.

The group leader should also ensure that all documentation required by the employing authority in relation to any incidents or accidents is completed as appropriate. This must be forwarded to the employing authority as soon as is practicable.

Step 8 Evaluation

On return it is important to undertake an evaluation of the key aspects of the visit. The completed evaluation should be forwarded to the relevant personnel and maintained by

the school for future reference. A Post Visit Review Form may be used for this purpose.

Planning a trip (Overview and Key Questions, Appendix 1)

The successful planning and implementation of an educational visit requires a contribution from a number of key personnel. Careful co-ordination and clarity of roles are vitally important. Responsibility for any educational visit rests with the Principal, **from whom permission must be obtained before a visit is organised. Permission must also be requested from the principal prior to booking a school trip when a person who is not a member of staff or a pupil at the school may wish to attend. When seeking permission the group leader must discuss with the principal and the School Business Manager the cost being allocated for sub cover. This must be added to the cost of the trip.** This applies to trips of two day or more duration during the working week.

Please note that overseas visits, adventure activities and demanding environments run by an independent provider now require the Board of Governors approval in principal before any contracts are signed.

RISK ASSESSMENT

Educational visits cannot be entirely risk-free. The aim, therefore, must be to contain risks within acceptable levels. This is achievable provided that organisers give careful consideration to this guidance document. Effective risk management will enable new experiences and will maximize the impact of educational visits, whilst poor risk management may suppress opportunities for learning.

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.

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.

The group leader should understand that risk assessment is a dynamic process and therefore must carry out on-going risk assessments during an educational visit and ensure that appropriate action is taken as necessary e.g. cancelled public transport, pupils or staff illness, closed venue, adverse weather conditions. The ability to re-assess and manage changing risks whilst the visit is taking place is a key element of the competence for leaders of educational visits.

An example of an approach to risk assessment planning for a category 3 visit is contained in Appendix 1a. An example of an approach to risk assessment planning for a visit during COVID-19 restrictions is also included in Appendix 1b.

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, on the basis of risk assessment, should decide the ratios taking into account the range of variables which are determined through an informed risk assessment. Supervision ratios should relate to:

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

On the basis of a risk assessment, it is likely that additional supervision may be required, particularly in relation to categories 3, 4 and 5 with reference to residential visits and hazardous activities.

Risk assessment may include the assessment of individual pupils, particularly within the special schools sector, 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.

The following issues should also be considered when establishing ratios:

Under normal circumstances in post primary schools and where it is possible in primary schools, at least one male and one female leader should accompany mixed sex groups, where an overnight stay is involved. Where this is not possible, parents must be made aware and give their consent to the proposed arrangement prior to the visit.

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

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

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.

Ratios – Suggested Starting Points

	AGE GROUP	RATIOS
PRE-SCHOOL	Nursery	one adult for up to a maximum of six young people
PRIMARY	Foundation Stage (P1/P2)	one adult for up to a maximum of ten young people
	Key Stages 1 and 2 (P3-P7)	one adult for up to a maximum of fifteen young people
POST-PRIMARY	Key Stages 3 and 4 (Yr 8-12)	one adult for up to a maximum of twenty young people
	Post-16 (Yr 13/Yr 14)	one adult for up to a maximum of twenty young people

Where no employer requirements are set, supervision should be determined through an informed risk assessment, taking account of the range of variables. There are a number of different approaches to such an assessment. The OEAP provides one example using the acronym SAGED as a way of remembering the issues to consider:

Staff requirements – Training? Experienced? Competent? Ratios?

Activity characteristics – Specialist? Insurance issues? Licensable?

Group characteristics – Prior experience? Ability? Behaviour? Special and medical needs?

Environmental conditions – Urban, rural, remote? Impact of weather? Ease of communications?

Distance from support mechanisms in place at the home base – Transport? Residential?

The need to involve volunteers e.g. parents or governors with clearly defined roles and responsibilities is an accepted practice.

A teacher proposing to organise a trip must first seek permission from the principal. This person will then be known as the Group Leader. The Group Leader will have overall operational responsibility for supervision, discipline and conduct of the participants for the duration of the visit.

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.

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

Role of Group Leader

He/she should be experienced in organising and participating in such visits, the supervision of pupils, and all relevant health and safety matters. The Group Leader must ensure that

- the visit has specific educational objectives
- the risk assessment has been carried out and that appropriate safety measures are in place.
- The risk assessment is shared with appropriate people well in advance of the trip at least one week.
- there is an acceptable code of conduct for both leaders and young people and that this is adhered to.
- child protection procedures are adhered to in the planning process, including the vetting of volunteer supervisors
- all necessary arrangements and preparations have been completed including risk assessment, before the visit begins
- he/she or one of the leaders is suitably qualified and competent to supervise and/or instruct the young people during activities
- if appropriate, a deputy leader is appointed, with the consent of the Principal
- he/she discusses with the principal possible accompanying teachers prior to approaching teachers
- he/she has taken reasonable steps to familiarise him/herself with the location/centre where the activity will take place
- the ratio of leaders to young people is appropriate. 1 to 20 is the minimum for KS3/4. However, 1 to 10 is recommended for Category 3 – 5 trips.
- he / she has informed parents in writing of nature of event and programme of activities including method of transport.
- he / she has received written permission from parent or guardian. For Category 1 events this need only be received prior to first event.
- he / she has the address and phone number of the venue to be visited and has a contact name
- he / she has the name, address and emergency phone number of all next of kin. A copy of this should be left in the office
- in the case of Category 3- 5 he / she has organised an information afternoon / evening for parents and briefed them on the insurance cover available.
- all accompanying adults are briefed on all issues relating to the trip
- accompanying staff, volunteer supervisors are aware of the agreed emergency contingency arrangements
- he/she clearly defines the role of each member of accompanying staff and volunteer supervisors and ensure that all tasks have been clearly assigned
- child protection procedures are followed
- he / she obtains advance permission for urgent medical treatment if this is judged to be necessary
- there is adequate First-Aid provision available
- there are adequate cash handling arrangements, where necessary
- he / she has the details of group members' special educational or medical needs which will be necessary for them to carry out their tasks effectively
- he /she considers stopping the visit if the risk to the health or safety of the young people is unacceptable and has in place procedures for such an eventuality
- he /she regularly reviews visits / activities during the trip.
- Staff do not consume alcohol while on duty with a trip
- He / she completes a post trip review and submits a copy to SBM and Vice Principal

Accompanying Staff

Accompanying staff on educational visits are responsible to the group leader and ultimately the principal whether the visit takes place within normal hours or outside those hours. Accompanying staff must do their best to ensure the health and safety of everyone in the group and act as any reasonable parent would do in the same circumstances. Unless otherwise agreed, it must be assumed that accompanying staff are on supervisory duty at all times. At least one male and one female teacher should accompany mixed sex groups where an overnight stay is involved. Bus drivers i.e. those employed for the sole purpose of driving should not be considered as supervisory staff. While the recommended staff pupil ratio is 1 – 10 for category 3 – 5 it may be decided on the basis of a risk assessment that additional supervision is required.

Responsibility for participants' supervision cannot be handed over to others even where an educational visit is to a centre with its own supervisory staff, unless previously agreed with all concerned, from the outset. Supervision can be **close** or **remote** but it is always for the duration of the visit. Close (direct) supervision occurs when the group remains within sight and contact of the accompanying staff. Remote (indirect) supervision is planned and is subject to stringent controls, while the group is not necessarily within direct contact or vision of the accompanying staff at all times. Both accompanying staff and the group will know of each others whereabouts and clear lines of communication including rendezvous points will have been established. Accompanying staff are required to remain in the area in which the indirect supervised activity takes place throughout the period.

Accompanying staff should:

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

Volunteer Supervisors

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

Volunteer supervisors should:

- do their best to ensure the health and safety of everyone in the group
- not be left in sole charge of group members except where it has been previously agreed as part of the risk assessment
- follow the instructions of the Group Leader and other accompanying staff and help with control and discipline
- speak to the Group Leader or accompanying staff if concerned about the health or safety of the young people at any time during the visit
- endeavour to ensure that the established code of conduct, is adhered to
- agree to vetting procedures

Link Person

Generally the principal or a member of the SLMT who has been appointed by the principal will act as link person dealing with unexpected situations and will act as the contact person for both the group and the participants' families. The link person must retain details of the visit address, contact personnel and telephone number, and mobile number if appropriate. In addition they must have contact details of the participants' parents / guardians /next of kin for all category 3, 4 and 5 trips.

Pupils

In the interests of the overall safety and success of the visit, the ultimate decision as to who participates rests with the Group Leader and the Principal. 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. Pupils who are in regular breach of the School Code of Conduct and have applied to go on a trip will be given a warning that unless behaviour improves they will not be allowed to travel. Parents will also be informed. Should a pupil not be allowed to travel their deposit will not be returned to them. Pupils must be aware of procedures for those who fail to comply with the Group Leader. This will include the possibility of being sent home early.

While on trips pupils should

- act in accordance with the established code of conduct at all times
- avoid taking unnecessary risks
- follow the instructions of the Group Leader, and leaders including those at the venue of the visit
- dress and behave sensibly and responsibly
- respect the property of others
- be sensitive to local codes, customs, and the environment
- look out for anything that might hurt or threaten themselves or anyone in the group and tell a leader of their concern
- If they have a problem or are worried about something, always tell someone whom they trust. This may be a teacher, course organiser or host parents – don't suffer in silence!
- If they have particular health or dietary needs, tell the supervising adults and/or the host organisation.
- If they do get lost or separated follow the procedures agreed for such an occurrence. If totally disorientated and confused go to a public place where they will be seen by lots of people and where they can ask for directions.
- If approached by someone they don't know in a threatening or concerning manner, just walk away.
- If travelling on a bus or train and someone makes them feel unsafe, move to a different seat, preferably closer to the driver or other passengers.
- Personal travel arrangements should be carefully planned. Ensure they are familiar with whoever is transporting them and never travel alone in vehicles with strangers.

When participating in visits abroad pupils must

- Always pack their own suitcase and never carry items for anyone else.

- Learn the telephone numbers of the emergency services in the country they are visiting before departure and make sure these are kept in a convenient place.
- When out and about always carry details of where they are staying e.g. address, telephone number and contact details.
- Always keep enough money to make a telephone call or have mobile phone.
- If personally carrying essential documentation, money or valuables, keep them secure in either an inside pocket, bum-bag, money belt or something similar.

Never:

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

Parents

Parents should ensure that they

- sign the consent form
- give advance permission for urgent medical treatment if this is judged to be necessary
- provide the Group Leader with an emergency contact number(s)
- provide the Group Leader with relevant medical / dietary details, including any medication currently being taken, in writing (by means of the consent form) and any other relevant information (about their child's emotional, psychological and physical health) which may affect their participation in the visit
- help prepare their child for the visit, for example, by reinforcing the visit's code of conduct and be aware of sanctions
- agree to the arrangements established for sending a pupil home early and to meet the costs, where applicable

CODE OF CONDUCT

The school Code of Conduct applies in the case of all trips. Therefore, smoking, drinking alcohol and the use of illegal drugs or mind altering substances are forbidden on all trips. The Group Leader in consultation with the Principal may wish to add to the school's code of Conduct for the duration of the trip. Parents and participants will be informed of any additions to the Code of conduct at the Information evening.

Providing information to parents

All activities must have written parental consent forms including participation in school teams: For trips category 1/2 an initial letter should be sent to parents containing the following information.

- purpose of visit / team event
- date of visit (possible dates for fixtures eg term 1 only)
- transport arrangements
- Lunch arrangements
- Pickup arrangement
- Cost if applicable

A general permission to travel should be sought along with an emergency contact number and an outline of medical conditions with agreement that the student is medically fit to take part. The Group

Leader/ teacher in charge should keep this information for the duration of the pupil's participation during that academic year.

For all other trips an initial letter should be sent to parents containing the following information: EV2 and EV3 forms should be completed for all students

- purpose of visit / team event
- dates
- transport arrangements
- departure and return times
- transport arrangements
- address /location/accommodation
- costs, if any
- details of insurance cover and any additional requirements
- details of all planned activities, including any that are hazardous
- arrangements for supervision
- agreed code of conduct and possible sanctions
- any special clothing or equipment needed
- recommended maximum pocket money
- liaison arrangements with the school/
- emergency telephone number
- details of arrangements relating to any participant sent home early

In the case of category 4 / 5 trips the initial letter may not have complete details but an indication should be given that these will be supplied nearer departure.

Risk Assessment

Educational visits cannot be entirely risk-free. The aim, therefore, must be to contain risks within acceptable levels. This is achievable provided that organisers give careful consideration to this policy document. 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 child's sense of adventure. Fundamental to the planning process of any educational visit is the process of risk assessment. Risk assessment allows us to make a reasoned judgement about the level of risk involved and what needs to be put in place to reduce the risk to an acceptable level to permit the visit to go ahead. 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
- ii) managing hazards by introducing effective control measures for example, by ensuring that participants are lead by competent and experienced instructors when participating in adventurous activities

Risk assessment comprises the following steps: identifying the hazards, identifying the people who may be at risk, evaluating the potential risk, establishing additional safety and/or control measures,

disseminating information to all relevant persons and maintaining appropriate record. The Group Leader should understand that risk assessment is a dynamic process and therefore must carry out on-going risk assessment during an educational visit and ensure that appropriate action is taken as necessary. Assumptions should not be made and each visit should be assessed on an individual basis. For example, 'the school used outdoor Centre X last year and everything was very well organised so it is sure to be fine this year again!' If acted upon, this assumption may fail to disclose the fact that the staff of outdoor centre X has changed since the school's last visit and that its public liability insurance policy has since lapsed. Therefore, this visit must not proceed.

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.

$$\text{Risk} = \text{Probability of occurrence} \times \text{Consequence of outcome}$$

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

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

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

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

Example

On a trip to a football stadium in England the possibility of fatality is highly unlikely to ever occur therefore $5 \times 1 = 5$. Planned active management is not needed.

On a ski trip the possibility of fatality or serious injury leading to disability is may occur but very rarely therefore $5 \times 2 = 10$. Planned active management is needed and Group Leader should have procedures in place for such an incident.

A sample Risk assessment can be found on page 17

EMERGENCY PROCEDURES

Emergency procedures must be established by the Group Leader and must be communicated to and understood by all members of the party. At least one leader in a party should have knowledge of First-Aid. A list of contents is suggested below. In the event of a young person being injured, specialist help must be sought as appropriate and parents informed as soon as possible. Where the accident/injury is serious the Principal or Link person must be contacted. 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 'lost' procedure should be known in advance by every member of the group including:- action to be taken if separated from the group or lost- advice on where assistance may be sought - notifiable personnel and contact details- notification of safe return. If any leader has cause to believe that a young person has been abducted or has absconded the Police must be notified.

In addition for category 4 and 5 trips an evacuation plan giving emergency escape routes and assembly points should be drawn up within 2 hours of arrival at destination. This should be conveyed to all participants at the earliest convenience.

Incident Forms

An Incident Form should be completed for any incidents that occur. The group Leader should keep a copy and a copy should be given in to the office on return to school. School Bullying forms should be completed if there is an incident of bullying on a school trip.

Mobile Phones

The school mobile should be taken on all school trips and the number issued to students.

For overnight trips mobile phones may be collected by the lead teacher if they feel they could be a CP risk.

HELPFUL CONTACTS

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

Organisation Contact details

EA Dundonald Office Grahamsbridge Road Dundonald
BELFAST BT16 2HS

Tel: 028 9056 6200 Fax: 028 9056 6266/7

e-mail: info@seelb.org.uk

EA Omagh Office 1 Hospital Road
OMAGH BT79 0AW

Tel: 028 8241 1411 Fax: 028 8241 1400

e-mail: info@welb.org.uk

Emergency Number: 07833 668868

EA Belfast Office 40 Academy Street
BELFAST BT1 2NQ

Tel: 028 9056 4000 Fax: 028 9033 1714

e-mail: info@belb.org.uk

EA Antrim Office 17 Lough Road
ANTRIM BT41 4QH

Tel: 028 9448 2200 Fax: 028 9446 0794

e-mail: info@neelb.org.uk

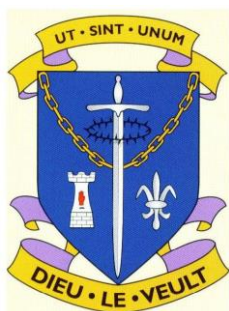
EA Armagh Office 3 Charlemont Place ARMAGH Co Armagh BT61 9AX

Tel: 028 3752 3811/028 3751 2200 Fax: 028 3751 2490

e-mail: info@selb.org.uk

Emergency Number: 028 3751 2345

Sample consent forms for category 1 Trips



St Louis Grammar School
151 Newry Road, KILKEEL
Co Down
BT34 4EU
Telephone: 028417 62747
Fax: 028417 65694
www.stlouis.org.uk

Date_____

Dear Parents,

Your son / daughter has been selected to play for the team in the (competition Name) This will involve matches on the following days / during Term 1

List of dates of matches
Location of game
Method of transport
Time of departure and arrival
Pick-up and departure points
Costs
Lunch arrangements
Dress code
Code of conduct.

Please complete the attached letter giving permission for your son/ daughter to participate.

Thanking you for your continued support

Teacher-in Charge of trip/ activity



SAMPLE PARENTAL CONSENT FORM

St Louis Grammar School Kilkeel

Date: Wednesday, 23 October 2022

Activity Details: Jazz Band Rehearsals

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

who is in class _____, whose date of birth is _____ and is taking part in the

the *Jazz Band Rehearsals every Wednesday afternoon starting on 23th October 2022.* (Teacher inserts information)

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

Please give details of any current medical condition/any medication being taken.

Any other relevant information which may affect his/her participation in this activity (including allergy or dietary requirements)

Emergency contact numbers:

Home: _____

Work: _____

Mobile: _____

Other: _____

I accept the established Code of Conduct for this activity and agree to the arrangements (including costs) relating to my daughter/son travelling home after school.

Signed: _____ (Parent/Guardian)

Date: _____

Trip/Visit Details Name of Trip to (location)

Date(s) from _____ to _____

Name of Student: _____

Home Address: _____

Student's Mobile Number: _____

EMERGENCY CONTACTS:

First Contact

Name: _____ Relationship: _____

Home Telephone No.: _____

Work Telephone No.: _____

Mobile No.: _____

Other Contact

Name: _____ Relationship: _____

Home Telephone No.: _____

Work Telephone No.: _____

Mobile No.: _____

**IF THERE IS ANY CHANGE IN PERSONAL INFORMATION RELATING TO YOUR SON/DAUGHTER, BEFORE
DATE OF TRAVEL, PLEASE INFORM
MR. SLOAN**

Signed: _____ Parent/Guardian

Date: _____

Trip/Visit Details

Date(s):

Please give details of:

1. Any current medical condition/any medication being taken:

2. Any occasions on which your son/daughter has been hospitalised within the last 12 months:

3. Any sleeping irregularities:

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

5. Answer yes or no to the following:

(a) Has your son/daughter received a tetanus injection in the last 5 years? _____

(b) Has your son/daughter travelled by air before? _____

(c) Does your son/daughter suffer from any form of travel sickness? _____

IF THERE IS ANY CHANGE IN THE MEDICAL HISTORY OF YOUR SON/DAUGHTER, BEFORE THE DATE OF TRAVEL, PLEASE INFORM MR. SLOAN

Sufficient supplies of medication should be labelled and given to teacher in charge prior to departure.

Signed: _____ (Parent/Guardian)

Date: _____

Trip/Visit Details

Date(s):

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

taking part in the educational trip as outlined above.

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

*** Delete as appropriate**

I accept the established Code of Conduct for the educational trip and agree to the arrangements (including costs) relating to my daughter/son being sent home early from the visit.

I agree to my daughter/son 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 (a copy is available for inspection).

Signed: _____ (Student)

Signed: _____ (Parent/Guardian)

Date: _____

St Louis Grammar School
Educational Visit Incident Record Form

Name of Group Leader	
Trip	
Date	
Time of incident	
Location of incident	
Name(s) and address(es) of witness(es)	
Please state in your own words what happened including details of names and status of those involved (additional sheets may be used)	
Describe what action was taken (e.g. details of First-Aid, police or medical involvement)	
Contact with home	

Signed _____ Date _____

Designation _____

A copy of this form should be submitted to office on return to school

FIRST- AID KITS

First-Aid kits should contain sufficient quantities of suitable First-Aid materials appropriate to the visit environment. For most First-Aid kits, sufficient quantities could be considered as:

a general guide card on First-Aid;

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

2 sterile eye pads, with attachments

6 individually wrapped triangular bandages

6 safety pins

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

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

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

sterile water or sterile normal solution in sealed disposable containers for use in situations where mains tap water is not available. (Each container should hold 300ml and at least 3 containers should be provided. Once opened, the containers must not be re-used.)

Risk Management

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.

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

Probability of occurrence	Score	Consequence of outcome
Highly unlikely to ever occur	1	Slight inconvenience
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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

SAMPLE Risk Assessment

NATURE OF ACTIVITY	HAZARDS	PEOPLE AFFECTED	EXISTING CONTROL MEASURES	Probability 1 - 5	Severity 1 - 5	RISK RATING Max 25	ADDITIONAL PRECAUTIONS NECESSARY
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<u>Risk Assessment - General Risks</u>							
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	

NATURE OF ACTIVITY	HAZARDS	PEOPLE AFFECTED	EXISTING CONTROL MEASURES	Probability 1 - 5	Severity 1 - 5	RISK RATING Max 25	ADDITIONAL PRECAUTIONS NECESSARY
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	
<u>Coach Travel to and from Belfast</u>	Road Accident	Students Teachers	•Reputable company used •All teachers and students will wear seatbelts on the coach where	2	5	10	Regular staff checks

NATURE OF ACTIVITY	HAZARDS	PEOPLE AFFECTED	EXISTING CONTROL MEASURES	Probability 1 - 5	Severity 1 - 5	RISK RATING Max 25	ADDITIONAL PRECAUTIONS NECESSARY
<u>International Airport</u>	Travel sickness		available •Students will be instructed not to move about coach when in motion •Coach company will provide bags for sickness	3	1	3	
<u>Belfast International Airport/ Gatwick Airport/ Luton Airport</u>	Students getting lost	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 boarding of aircraft.	4	1	4	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.
	Injury		•Students will remain in their groups and board together. They will be counted regularly.	3	2	6	
	Theft		•Students will be seated together and will exit plane after the other passengers.	2	1	2	
	Lost boarding pass		•Students will be told to report any inappropriate attention from strangers to teachers immediately	4	1	4	
	Attention from strangers			2	3	6	
<u>Hostel/Hotel</u>	Sickness	Students Staff	•NST have been requested to locate student rooms close together •Students will be assigned to specific room	3	3	9	Students will be warned about behaviour and the avoidance of accidents. Students will read fire drill instructions in their rooms and check
	Accident and Injury		•Teachers' rooms have been requested to be on same level as students •Students will be told to report any inappropriate attention from strangers to teachers immediately	3	3	9	
	Fire			2	5	10	

NATURE OF ACTIVITY	HAZARDS	PEOPLE AFFECTED	EXISTING CONTROL MEASURES	Probability 1 - 5	Severity 1 - 5	RISK RATING Max 25	ADDITIONAL PRECAUTIONS NECESSARY
	Attention from strangers		•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	3	6	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	Students	•Student to get off train at next stop and notify a member of the underground staff.	3	4	12	Head counts on the platform before embarkation and disembarkation. Students are given instruction what to do in case of failing to disembark Student to phone school mobile
	Lost tickets		•Student or member or rail staff to phone school mobile.	4	1	4	
	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	2	5	10	

NATURE OF ACTIVITY	HAZARDS	PEOPLE AFFECTED	EXISTING CONTROL MEASURES	Probability 1 - 5	Severity 1 - 5	RISK RATING Max 25	ADDITIONAL PRECAUTIONS NECESSARY
			lines at tube stations				Student to get assistance from member of underground staff Member of staff will meet student at point where they are located
<u>Trip on the River Cruise</u>	Water Accident / injury	Students Teachers	•Students supervised at all times to ensure safety	3	2	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
	Getting lost		•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.	2	2	4	
	Falling off boat		•Students will be told to report any inappropriate attention from strangers to teachers immediately	2	5	10	
	Attention from strangers			2	3	6	
<u>Visits to Restaurants</u>	Slips/ Trips	Students Teachers	•Ensure that pupils are seated together in restaurants and supervised by teachers.	2	2	4	
	Food Poisoning		•Slips/trips pupils must inform	2	3	6	

NATURE OF ACTIVITY	HAZARDS	PEOPLE AFFECTED	EXISTING CONTROL MEASURES	Probability 1 - 5	Severity 1 - 5	RISK RATING Max 25	ADDITIONAL PRECAUTIONS NECESSARY
			member of teaching staff and restaurant manager immediately •Use Food Hygiene Ration Schemes to assist in the choice of Restaurants.				
<u>Trip to Madame Tussauds</u>	Slips/ Trips	Students Teachers	•Ensure that pupils are seated together in theatre before lights go down and supervised by teachers.	2	2	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 group, communicates with leader in charge
	Evacuation/Fire		•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	4	
<u>Trip to Natural History Museum</u> Risk assessments for school groups carried out by The Natural	Slips/ Trips	Students Teachers	•Ensure that pupils are seated together in theatre before lights go down and supervised by teachers.	2	2	4	•Student reminded of appropriate behaviour and manners. •Close teacher supervision of students.
	Evacuation/Fire		•Ensure no pupils leave the building without teacher supervision •Ensure that pupils are aware of evacuation procedures	2	2	4	

NATURE OF ACTIVITY	HAZARDS	PEOPLE AFFECTED	EXISTING CONTROL MEASURES	Probability 1 - 5	Severity 1 - 5	RISK RATING Max 25	ADDITIONAL PRECAUTIONS NECESSARY
History Museum have been attached to this document			•Ensure all pupils accounted for at the assembly point.				•Students remain with their allocated teacher Teacher does head count for their allocated group group, communicates with leader in charge
<u>Trip to West End musical</u>	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
<u>Trip on the 'Hop on Hop Off' bus tour</u>	Road Accident Boarding and disembarking the bus	Students Teachers	•All teachers and students will wear seatbelts on the bus where available •Students will be instructed not to move about coach when in motion •Staff will expect students to observe Green Cross Code.	2	4	8	Regular staff checks. Close staff supervision when boarding and disembarking the bus
<u>Shopping Trip in Oxford Street</u>	Getting lost Attention from	Students	•Staff should ensure that students are safely escorted off underground at Oxford Street	3 2	4 3	12 6	Students will be warned about behaviour and the

NATURE OF ACTIVITY	HAZARDS	PEOPLE AFFECTED	EXISTING CONTROL MEASURES	Probability 1 - 5	Severity 1 - 5	RISK RATING Max 25	ADDITIONAL PRECAUTIONS NECESSARY
	strangers Danger from traffic Pickpockets	Teachers	• 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 4	5 2	15 8	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
<u>Trip to London Eye</u> 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

NATURE OF ACTIVITY	HAZARDS	PEOPLE AFFECTED	EXISTING CONTROL MEASURES	Probability 1 - 5	Severity 1 - 5	RISK RATING Max 25	ADDITIONAL PRECAUTIONS NECESSARY
<u>Trip to Covent Garden</u>	Getting lost	Students	• 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.	2	3	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 will establish times and meeting points for shopping Staff to monitor school mobile phones for messages
	Attention from strangers			2	3	6	
	Danger from traffic	Teachers	• Staff will expect students to observe Green Cross Code. • Staff will establish times and meeting point.	2	4	8	
	Pickpockets		• Students will be told 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	4	2	8	
<u>Moving around public areas in London</u>	Terror Attack Potentially involving gunshot, stab, vehicle and blast	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	4	5	20	Situation should be monitored prior to visit. If attack occurs anywhere in UK, trip may have to be reconsidered

NATURE OF ACTIVITY	HAZARDS	PEOPLE AFFECTED	EXISTING CONTROL MEASURES	Probability 1 - 5	Severity 1 - 5	RISK RATING Max 25	ADDITIONAL PRECAUTIONS NECESSARY
	injuries		• 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.				depending on circumstances. If already in place, and an incident occurs, group should be retained within hotel or an alternative place of safety.

St Louis Grammar School Post Visit Review Form



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: _____

a) Overview of Planning Process

Planning a visit

Identify/Propose Educational Visit

Submit and outline proposal to principal and the board of governors seeking approval in principle. Proposals might include:

- purpose of the visit;
- proposed date(s), duration, venue and activities;
- group – size and age range, staffing;
- resources required, estimate of costs.

[Proposals for longer visits may need to be made well before the start of the relevant academic year.]

Please note that **overseas visits, adventure activities and demanding environments** run by an **Independent provider** require the Board of governors' approval in principle before any contracts are signed.

Planning checklist

- Exploratory visit/detailed research of place of visit;
- Suitability of independent provider;
- Appropriate staffing for the planned visit and group needs;
- Definitive staffing roles and responsibilities;
- Cost of the visit;
- Risk assessment – shared with all leaders and pupils, copy on file;
- Emergency procedures and contact arranged.

Full details of visit to principal and the board of governors

- Details of dates, venue, programme/itinerary, risk assessment, emergency procedures, transport, insurance, costs, group membership, staffing;
- Secure final approval from the principal and the board of governors.

Routine visits (Category 1 and 2)

- Inform parents of routine visits and obtain consent on termly or annual basis;
- Obtain approval from the principal for routine visits – termly or annual basis;
- Brief pupils/agree code of conduct;
- Continue to monitor risks at all times during the visit and be ready to change to a contingency plan if necessary;
- Collate relevant group information.

Non-routine day visits (Category 3, 4 and 5)

- Obtain final approval from the principal;
- Obtain parent consent.
- Possible briefing meeting if necessary;
- Brief pupils/agree code of conduct;
- Continue to monitor risks at all times during the visit and be ready to apply to a contingency plan if necessary;
- Collate relevant group information;
- Maintain appropriate records.

Residential and visits abroad (Category 3, 4 and 5)

- Information to and from parents;
- Briefing meeting for parents;
- Brief pupils/agree code of conduct;
- Deposits/full payments by parents.

- Obtain final approval from principal and the board of governors;
- Obtain parental consent;
- Collate relevant group information;
- Maintain appropriate records.

- Continue to monitor risks at all times during the visit and be ready to change to a contingency plan if necessary.

- Complete Evaluation Report.

b) Planning a Visit – Key Questions

