

Educational Visits Policy and Procedures

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Educational Visits Policy and Procedure

The Education Authority circular on Educational Visits is on the following pages.

Anyone contemplating a visit must read this circular and apply its requirements in all aspects with regard to the proposed visit.

Application must be made to the Principal in the first instance, using the appropriate documentation.

If permission is granted, leave of absence forms for either part-day cover or whole-day cover must be completed.

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1. Introduction

The aim of this document is to assist those involved in the planning and management of educational visits, through the clarification of policy and procedures, identification of roles and responsibilities and the exemplification of best practice.

The term 'Educational Visits' refers to:

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

This is an update of similar guidance documents and incorporates and supersedes the previous guidance documents produced in 2003 and 2009 by working groups' representative of the Education Authority and other Educational Bodies.

The following document is the policy anyone from Bangor Academy and Sixth Form College involved in planning or managing a trip should adopt with the knowledge that they are following best practice guidelines set out by the EA.

2. Background and Context

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

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

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

This document has been revised in order to further underpin the planning and implementation processes required for the successful and safe completion of educational visits and therefore adherence to this document should reassure teachers that they have followed best practice.

For further clarification the following publications may be consulted:

Pastoral Care in Schools – Child Protection – DENI (1999), DENI (2001) and supplements (2002).

Supporting Pupils and Mediation Needs 2008.

Safeguarding & Child Protection – A Guide for Schools DE 2017.

3. Legal Context

EA have a legal duty to ensure that the appropriate risk assessment process is upheld in schools. Bangor Academy will follow their guidance as demonstrated through this policy.

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.

4. Categories of Educational Visits

The Bangor Academy is legally obliged, to ensure that the health and safety of its employees and pupils of 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 Bangor Academy have 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 from our 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.

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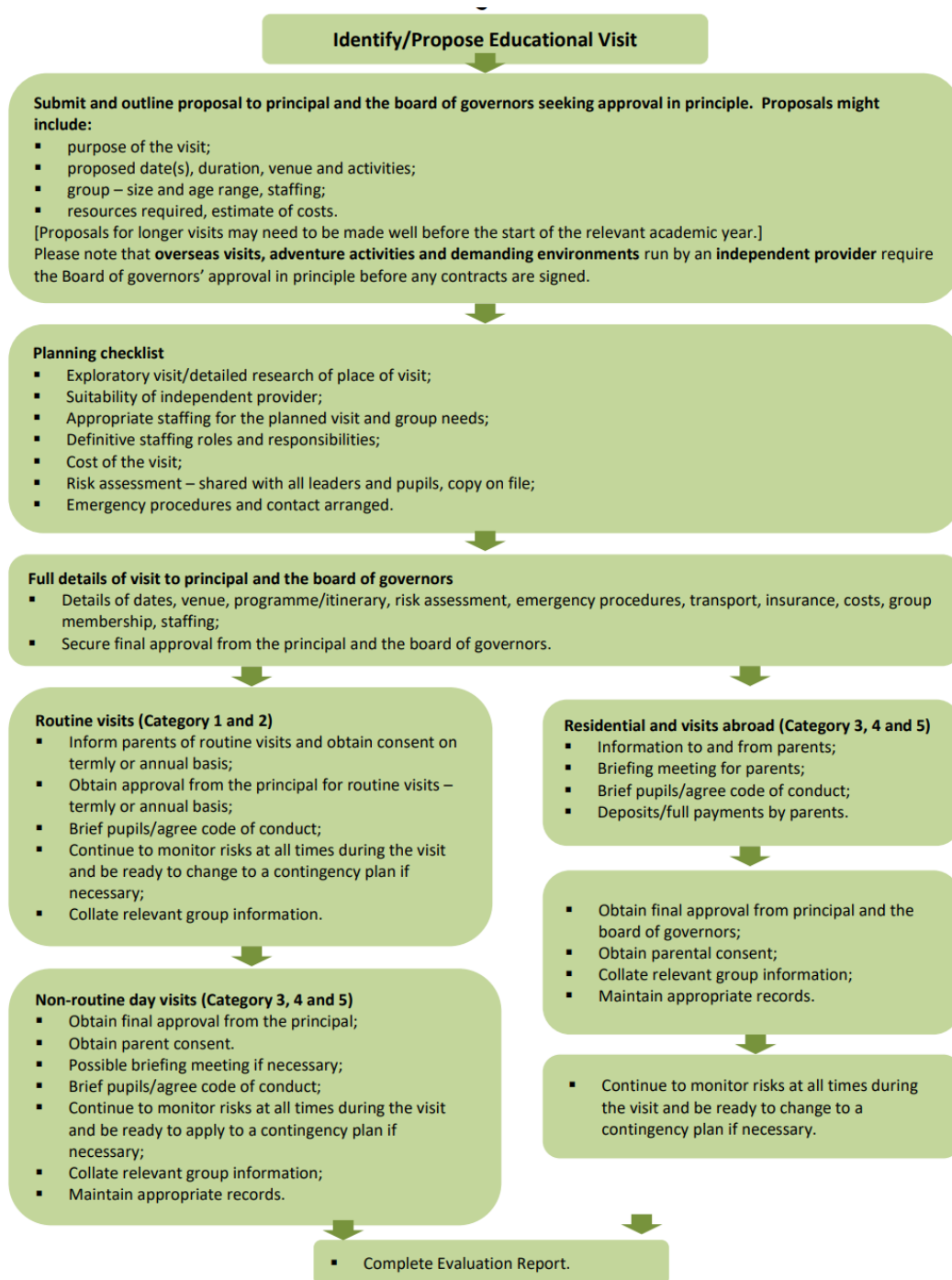
Careful consideration must be given to pupils who have special educational needs, as such children may be especially vulnerable.

5. Overview of Planning Process

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

The process of risk management is paramount in the overall planning of any educational visit.

The following overview has been provided by EA and is the basis for this policy.



6. 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.

Bangor Academy has produced a risk assessment pro-forma which staff must use in their preparation of any planned visit and be submitted to the Principal. (see appendix)

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.

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.

7. Supervision and Staff Ratios

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.

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.

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.

GENERAL RECOMMENDATIONS FROM EA FOR ALL POST PRIMARY EDUCATIONAL VISITS (12-18 YEAR OLD):

- one adult for up a maximum of twenty young people

8. Vetting

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

Staff who wish to utilise volunteers who are not staff members must first seek the permission of the Principal for this to be discussed and agreed upon. If this has been agreed then the appropriate steps to ensure Access NI standards have been met will take place as per EA instructions.

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

9. Transport

Bangor Academy utilises local transport companies who provide appropriate reassurance of the following key areas...

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

It is not recommended that staff use their own cars to transport pupils however in the rare instance where this may be necessary staff should...

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

10. Insurance Cover

The Education Authority will cover the legal liability of Bangor Academy in respect of personal injury claims. It is however, EA have recommended that schools should take out additional travel insurance in relation to educational visits outside of Northern Ireland. Parents should be advised as to the extent of any additional insurance taken out by the school.

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

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

The group leader may need to seek further advice from the employing authority or insurance company if not completely satisfied with the insurance cover.

No person acting on behalf of Bangor Academy should sign an indemnity for any outside body against liability without it first being checked and approved by the Education Authority

11. Use of Independent Providers

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

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

- employing authority policy and procedures are followed in relation to the use of such providers;
- providers are reputable and have the necessary insurance in place for the services they provide;
- staff involved in the delivery of the service are competent and are aware of their roles and responsibilities in relation to the group and child protection;
- risk assessments are available for the activities the group will partake in;
- adequate emergency and contingency plans and procedures are in place in the event of unforeseen circumstances.

These prerequisites should be ascertained in writing from the external provider as part of the school risk assessment.

Note: A compulsory licensing scheme for Outdoor Activity Providers, which endorses the provider's competence to deliver activities to young people (under 18s) exists in England, Scotland and Wales. Group leaders should therefore take cognisance of their chosen provider's licence and note the activities which they are licensed to offer. Not all activities require a licence. Further details can be obtained from the Adventure Activity Licence Authority. There is no such requirement or structure in place at present for the licensing of outdoor activity providers in Northern Ireland

12. Code of Conduct

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

At Bangor Academy the Code of Conduct can be amended by a group leader to meet the specific needs of any particular activity. The Code of Conduct should be submitted along with the risk assessment. An example can be found in the appendices of this policy.

All pupils participating in an educational visit must agree to abide by the code of conduct at all times during the visit. The code should aim to ensure that respect for the individual is maintained at all times and that neither peers nor others expose the pupils to risk of physical, sexual or emotional abuse or harassment.

It is the responsibility of the leaders to maintain standards of behaviour and discipline while on educational visits. Leaders cannot avoid setting an example to group members in everything they do or say. While on a residential, leaders remain responsible for the conduct and safety of pupils 24 hours a day. This should be taken into consideration when deciding on appropriate behaviour, practice and supervisory arrangements.

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

The code of conduct should address issues relevant to the age and development level of the group members.

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

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

13. Communicating with Parents

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

At Bangor Academy this will be carried out electronically as part of the application process. Parents will receive information via email.

Information will (where relevant):

- be sent as far in advance of the visit as practicable;
- involve convening a meeting to clarify detail if appropriate. This is particularly important for residential visits, or when the pupils are to travel abroad or engage in adventure activities or visits to demanding environments.

Where a briefing meeting is required, alternative arrangements might need to be made for parents who cannot attend or who have difficulty with communication.

Parental consent must be obtained for educational visits. This may be done on a blanket basis for regular visits or on a one-off basis for non-regular visits. The contents of a consent form for a parent to sign will vary according to the type of visit.

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

Parents should be made aware of and consent to the mobile phone protocol if applicable.

14. Roles and Responsibilities

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

This section outlines the roles and responsibilities of each.

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

The Principal: It will normally be the principal, with the agreement of the board of governors, from whom permission must be obtained before a visit takes place. The Principal will take on the role of Educational Visits' Co-ordinator (EVC) as outlined in EA guidance.

- ensure that visits have specific educational objectives;
- be satisfied that risk assessment has been carried out and that appropriate safety measures are in place;
- ensure that all arrangements comply with the organisation's Child Protection and Health and Safety Policies;
- ensure that the principal demonstrates how proposals comply with best practice;
- assess and submit visit proposal for board of governor approval;
- ensure that an acceptable code of conduct for pupils is in place.

The EVC should be satisfied that:

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

Group Leader: A member of staff should be designated by the principal or EVC as group leader. This role should be allocated to a senior member of staff. The group leader will have overall operational responsibility for the supervision, discipline and conduct of the participants for the duration of the visit and should be experienced in organising such visits, the supervision of pupils, and all relevant health and safety matters. They should be able to direct and supervise pupils, and be suitably qualified/competent to instruct them in activities, as appropriate. The group leader has a crucial role to play in the successful and safe completion of an educational visit.

The group leader should:

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

Accompanying staff: should:

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

Nominated Contact at School Base: Dealing with unexpected situations can be aided by a central figure, (possibly the principal/EVC, if not on the visit, or another senior member of staff if not on the visit) who will act as the contact person for both the group and the pupils' families. Nominated contact should:

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

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

Parents should:

- sign the consent form;
- provide the school with an emergency contact number(s);
- provide the school with relevant medical/dietary details, including any medication currently being taken in writing (by means of the consent form) and any other relevant information (about their child's emotional, psychological and physical health) which may affect their participation in the visit);
- help

prepare their child for the visit, for example, by reinforcing the visit's code of conduct; • agree the arrangements established for a member of the group returning home due to unforeseen circumstances.

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

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

Responsibilities of Employing Authority: The employing authority will generally retain a number of responsibilities: The employing authority may provide: • advice and support for governors, principals, teachers and other appropriate staff; • guidance on best practice; • training, as appropriate; • insurance cover, as appropriate.

15. **Emergency/Contingency Arrangements**

Establishing emergency procedures is an essential part of planning an educational visit. Everyone involved in the educational visit should be aware of the procedures that are to be followed in the event of an emergency. Such procedures should outline clearly what is to be done during the actual emergency and after the event.

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

Those responsible for organising educational visits should familiarise themselves, and others involved, with relevant contingency arrangements. Visit organisers should ensure that a clear communications plan is established with key contact numbers available. All staff members and parents of those taking part in the visit should be briefed and be provided with a copy of the procedure. It should clearly define the circumstances where contact should be made.

In the event of a medical emergency designated staff responsible for managing first aid/ medical emergencies should have knowledge of: • medical conditions; • parental advice relating to a medical condition; • an emergency contact number for parents; • how to access any medical equipment e.g. the defibrillator at the facility; • the emergency procedures within the facility.

Critical Incidents "A critical incident may be defined as any sudden and unexpected incident or sequence of events which causes trauma within a school community and which overwhelms the normal coping mechanisms of that school." (iMatter Every School a Good School. A Guide to Managing Critical Incidents in Schools). The local critical incident response team may also be contacted for additional advice and support. Contact details for each team can be found on the Education Authority website.

APPENDICES

1. Sample Risk Assessments – Sample versions taken from EA
2. Educational Visit Categories
3. Educational Approval Form
4. Parental Permission Form - Generic version (to be amended to meet the requirements of any specific visit)
5. Risk Assessment - Blank Word Versions
6. Pupil Code of Conduct – Generic version (to be amended to meet the requirements of any specific visit)
7. Incident Report Form
8. Post Visit Review Form

Risk Management Forms

Sample Risk Management Forms

- Sample Risk Management – EA version
- Sample General Risk Assessment Form

Blank Risk Management Forms

- Risk Management – BA version
- Individual student - Behavioural Risk Assessment and Risk Management Plan

Sample 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.

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

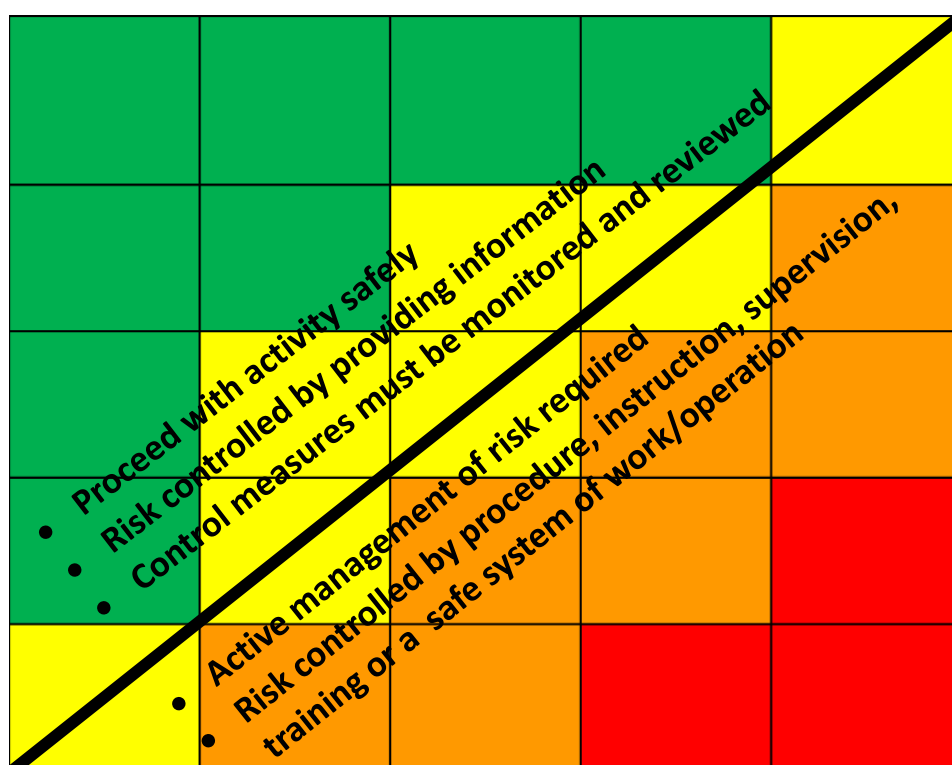
Risk = Probability of occurrence x Consequence of outcome

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 below 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 below.

NATURE OF ACTIVITY	HAZARDS	PEOPLE AFFECTED	EXISTING CONTROL MEASURES	Probability 1 - 5	Severity 1 - 5	RISK RATING Max 25	ADDITIONAL PRECAUTIONS NECESSARY
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	

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 International Airport</u>	Road Accident	Students Teachers	•Reputable company used •All teachers and students will wear seatbelts on the coach where available	2	5	10	Regular staff checks
	Travel sickness		•Students will be instructed not to move about coach when in motion	3	1	3	

NATURE OF ACTIVITY	HAZARDS	PEOPLE AFFECTED	EXISTING CONTROL MEASURES	Probability 1 - 5	Severity 1 - 5	RISK RATING Max 25	ADDITIONAL PRECAUTIONS NECESSARY
			•Coach company will provide bags for sickness				
<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	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 locations of exits
	Accident and Injury		•Students will be assigned to specific room	3	3	9	
	Fire		•Teachers' rooms have been requested to be on same level as students	2	5	10	
	Attention from strangers		•Students will be told to report any inappropriate attention from strangers to teachers immediately	2	3	6	
			•NST regularly inspect the quality and safety of hostel accommodation.				

NATURE OF ACTIVITY	HAZARDS	PEOPLE AFFECTED	EXISTING CONTROL MEASURES	Probability 1 - 5	Severity 1 - 5	RISK RATING Max 25	ADDITIONAL PRECAUTIONS NECESSARY
			•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.				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.	2	5	10	
			•Teacher to speak to underground staff about replacement ticket •Ensure group stay behind the safety lines at tube stations				

NATURE OF ACTIVITY	HAZARDS	PEOPLE AFFECTED	EXISTING CONTROL MEASURES	Probability 1 - 5	Severity 1 - 5	RISK RATING Max 25	ADDITIONAL PRECAUTIONS NECESSARY
							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 - 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	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			2	2	4	
	Falling off boat			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			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
			•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.				
<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, 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, 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 strangers	Students	• Staff should ensure that students are safely escorted off underground at Oxford Street • Leaders will walk students around main part of Oxford Street and	3 2	4 3	12 6	• Students will be warned about behaviour and the avoidance of accidents.

NATURE OF ACTIVITY	HAZARDS	PEOPLE AFFECTED	EXISTING CONTROL MEASURES	Probability 1 - 5	Severity 1 - 5	RISK RATING Max 25	ADDITIONAL PRECAUTIONS NECESSARY
	Danger from traffic	Teachers	establish a location and time for meeting students.	3	5	15	Students to be in groups at all times
	Pickpockets		• 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	4	2	8	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	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	3	3	Students instructed on the health and safety rules of the London Eye
	Boarding the capsule			2	2	4	Teachers supervise students on entering London eye
	Door entrapment			2	3	6	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 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	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.

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

CATEGORIES OF EDUCATIONAL VISITS – CATEGORY 1, 2, 3, 4 AND 5

Category 1:

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

Category 2:

One-off day/evening excursions
(Non-hazardous) e.g. field study trips, theatre visits, business/education visits, regional sporting fixtures

Category 3:

Residential visits of one or more nights within the UK or Ireland.
(Non-hazardous) e.g. visits to residential centres, field centres, youth and school exchanges, and award bearing schemes (Duke of Edinburgh).

Category 4:

Residential visits outside the UK or Ireland
(Non-hazardous) e.g. international exchange visits, sporting events, cultural activities and international community work.

Category 5:

Hazardous Activities – residential and non-residential

As exemplified below:

- Hill walking
- Fieldwork
- Cycling/mountain biking
- Orienteering
- Rock climbing/abseiling
- Caving and potholing
- Kayaking
- Open canoeing
- Windsurfing
- Dinghy sailing
- Sub-aqua
- Skiing/Snowboarding
- Horse riding
- Angling
- Waterskiing
- Rafting
- Rowing
- Surfing
- Bouldering/Gorge walking
- Swimming in open water

EDUCATIONAL VISIT APPROVAL FORM AND COVER REQUEST

Educational visit to:	
Category of visit? (1-5)	
Date of visit:	
Staff involved:	

To-Do
1. Parental permission - Amend the 'Parental Permission' form as appropriate. Alternatively you may use Google Forms to gather this information if you prefer.
2. Money – liaise with N. Horner should online payment system be required.
3. Transport - Email J. Boyd should you require transport to be booked.
4. Pupil list - Forward the pupil list to H. Moore so SIMS can be amended. On the day of travel ensure that this list is accurate and inform H. Moore.
5. Cover - Forward this form along with the completed Risk Assessment to N. Horner and Mr Carrick, to ensure cover is organised in good time.

Signed:

Lead Staff Member: _____

Principal: _____

Date: _____

PARENTAL PERMISSION

Bangor Academy
and Sixth Form College

Principal: **Matthew Pitts**, B.A. Hons, N.P.Q.H.



Pupil Name: _____

Class/Year: _____

Medical Needs:

Dietary Needs:

Pupil Mobile Phone Number: (optional) _____

Parent/guardian Name: (first point of contact) _____

Parent/guardian Phone Number: _____

Parent/guardian Name: (second point of contact) _____

Parent/guardian Phone Number: _____

I give permission for my child to attend this school trip.

Signed: _____

Date: _____



RISK ASSESSMENT:					STAFF NAME _____		DATE OF TRIP _____	
Activity/Hazard	Prob	Cons	Risk (Score)	Control Measures				

RISK MANAGEMENT PLAN – To be completed if risk is identified as Medium / Substantial – (10-16 risk score)

Relevant background information

Hazards/Risks identified

Actions taken to reduce risk:

Arrangements for communication to: Pupils/Staff/Parents/Community as appropriate:

RISK ASSESSMENT FOR OVERNIGHT STAY EDUCATIONAL VISITS

*Please note that each individual activity must have the risk assessed and be recorded on the table below e.g. travel, accommodation, each individual activity or venue to be visited

Nature of Activity	Hazards	People affected	Existing Control Measures	Probability (1-5)	Consequence (1-5)	Risk Score (0 – 25)	Additional Control Measures

**BEHAVIOURAL RISK ASSESSMENT AND RISK MANAGEMENT PLAN FOR A
SPECIFIC INDIVIDUAL (IN AGREEMENT WITH SLT)**



Date	
Pupil Name	
Staff Present:	
Medical Conditions and other significant difficulties	

Hazards /Areas of Concern	Likelihood Rating 1 – unlikely 2 – possible 3 – quite likely 4 – likely 5 – most likely	Impact Rating 1 -- insignificant 2 – noticeable 3 – Significant 4 – Major 5 - Critical	Likelihood x Impact 1 – 3 Low Risk 4 – 7 Moderate Risk 8 – 12 High Risk 15 – 25 Very high	Does this need to be included in a risk management plan? YES/NO
Risk to self: Self-harming behaviour				
Risk to others: Verbal Aggression				
Physical violence – hitting, punching, kicking, throwing objects.				
Physical violence with a weapon				

BEHAVIOURAL RISK ASSESSMENT AND RISK MANAGEMENT PLAN FOR A SPECIFIC INDIVIDUAL - CONTINUED

Risk Management Plan

Hazards/ Areas of concern identified	Identified trends in behaviour. (Consider activities, locations, time, peers, staffing, specific triggers etc., when behaviour occurs)	Preventative Measures	Reactive measures

EDUCATIONAL VISIT INCIDENT RECORD FORM



In the event of an incident during the trip you must complete and forward this form to the Principal.

Staff	
Date	
Location	
Pupil name	
Witnesses	
Description	
Action taken	

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

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

STAFF NAME _____

STAFF SIGN _____

DATE _____



EDUCATIONAL VISIT POST VISIT REVIEW FORM

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?	

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

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

STAFF NAME _____

STAFF SIGN _____

DATE _____



Code of Conduct:

Pupil Name: _____

PARENTAL AGREEMENT

1. My child is fully aware of his/her responsibilities and the need to behave in a proper manner at all times during the trip.
2. I am aware that I will be responsible for payment for any damage caused by my child.
3. I understand that in extreme circumstances, if he/she behaves in an unacceptable manner, I may be asked to finance his/her early return.

STUDENT AGREEMENT

I understand that I must...

1. behave in an appropriate and cooperative manner at all times to ensure the safety and enjoyment of myself and the other members of the group.
2. show respect to all people, including staff and pupils from Bangor Academy, and members of the public
3. know that inappropriate behaviour will not be tolerated and may result in a restriction being placed on me.
4. obey instructions by all teaching staff, hotel staff, coach drivers and other responsible adults without delay.
5. respect boundaries around the accommodation in terms of my behaviour and actions.
6. keep my bedroom tidy and not leave rubbish. I will keep my belongings tidy as I share a room with others.
7. go to bed at a reasonable time so as not to be too tired to enjoy the activities the next day
8. not go out of the hotel unless I have been given permission by a member of staff and I will not go outside or wander about the hotel without a friend
9. report any damage to accommodation, fittings, furniture, equipment immediately. I understand that if damage is the result of inappropriate behaviour I and my parents will be liable for the cost of repair/replacement.
10. be punctual for all activities/events (meals, activities) and will participate in all activities and I will return to the coach at the appointed time.
11. not bring with me or purchase, smoke or use tobacco/vapes
12. not bring with me or purchase or consume alcoholic drinks at any time.
13. not buy any dangerous or inappropriate items eg: laser pens or penknives.
14. be responsible for my possessions and take care of them at all times. Any loss will be reported immediately to the teaching staff.
15. use my mobile phone sensibly. I will turn it off at bedtime and if asked, let the teacher look after it.
16. accept that fizzy drinks are banned after 10pm so I can get to sleep and be fresh for the morning.

Student's Signature: _____

Parent/Guardian Signature: _____ **Date:** _____



Inclusion and accessibility statement

This policy applies to all pupils in Bangor Academy and Sixth Form College. We at Bangor Academy and Sixth Form College are committed to inclusion and supplying all our school publications in an accessible format.

Should any pupil parent or carer require support in interpreting or understanding this policy school will provide guidance in partnership with the Inclusion and Diversity Service.

If you require this document in an alternative format, such as large print or a coloured background, please contact us on policies@bangoracademy.org.uk