

**St Michael's PS**

**Dunnamanagh**



## **Educational Visits Policy**

Signature of Chairperson of Board of Governors: \_\_\_\_\_

Signature of Principal: \_\_\_\_\_

Date approved: \_\_\_\_\_

**Completed on: 22<sup>nd</sup> June 2020**

**Review Due: March 2023**

## **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 adopted from EA Educational Visits Interim Guidance for Schools (published 2017)

## **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).

Health and Safety of Pupils on Educational Visits - DFEE (1999) and DFES supplements (2002).

Supporting Pupils and Mediation Needs 2008.

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

## **3. LEGAL CONTEXT**

The employing authority (EA) 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 St Michael's PS 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.

#### **4. CATEGORIES OF EDUCATIONAL VISITS**

Visits undertaken by St Michael's PS will fall into categories 1 and 2:

CATEGORY 1 Basic Visits which take place on a regular basis and occur largely within establishment hours e.g. sporting fixtures, swimming pool visits and outings

CATEGORY 2 One-off day /evening excursions (non-hazardous) e.g. field study trips, theatre visits, business/education visits, regional sporting fixtures

#### **Category 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.

### 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.

### Step 3 Implementing Appropriate Risk Management

All visits will be 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

Written consent for educational visits will be sought from parents at the start of each school year. Parents will be informed in writing about the individual educational visits their children will participate prior to each specific visit.

### Step 5 Maintaining Records

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

In the case of a minor incident/accident occurring, all appropriate documentation from the school will be completed. In the case of a minor incident/accident occurring, all appropriate documentation from the Employing Authority will be completed.

## **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 will involve 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 terms risk assessment and risk management are used to describe the process of addressing the risks of any visit/activity and the steps taken to counter them. The process of risk management is paramount in the overall planning of any educational visit.

The major issues which should be taken into consideration when planning a visit are:

- a) Overview of Planning Process;
- b) Planning a Visit – Key Questions.

### Overview of Planning Process

#### Identify/Propose Educational Visit

Submit and outline proposal to principal 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.

#### Planning checklist

- 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

- 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 regarding positive behaviour policy
- 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.

#### Planning a Visit – Key Questions

##### Purpose of the visit

- What are educational objectives?
- What is the nature of the visit?
- Target group identified?

##### Choice of venue/activities to be undertaken

- Does the venue/activity meet the educational objectives of the visit?
- Is the age profile of the pupils suitable for chosen venue/activity?
- What is the competence, experience of staff?
- What environmental factors do we need to consider eg. time of year, weather?
- Venue facilities?
- Venue accessibility?
- Clothing equipment requirements?

##### Exploratory visit and research

- Appropriateness of venue? - facilities - activities - location - access to tele communication - venue staff - first aid/medication/emergency action plan - accommodation in relation to security/emergencies - access to local services
- If visit is not possible how can we fully research the appropriateness of the venue?
- Has the independent provider all the appropriate insurances and risk assessments in place?

##### Programme of activities

- Suitable detailed itinerary agreed?
- Appropriate supervision of qualified staff?
- Any proposed changes to the agreed programme to be agreed with the EVC to assess risk?

## Staffing

- Appropriate?
- Competent/qualified e.g. first aider?
- Staff/pupil ratios?
- Training?
- Clear roles and responsibilities?
- Volunteer staff considerations?
- Communications protocol in place and understood by all staff?

## Emergency procedures/ First aid

- Clear roles and responsibilities of main staff?
- First aider identified? □ Familiarisation with educational visit venue to include location/first aid equipment/ emergency procedures and the responsible staff identified?
- Arrangement of first aid/emergency procedures meeting with staff/pupils on arrival at venue?
- Immediate access to parental consent form information (telephone numbers etc.) especially for all pupils but especially for those with medical conditions?

## 5. 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 any 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:

- defining the activity to be undertaken
- identifying the hazards associated with the activity
- identifying the people who may be at risk
- evaluating the potential risk
- establishing additional safety and/or control measures

- disseminating information to all relevant persons and compile information packs as appropriate

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

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

## **6. 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.

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

## **AGE GROUP RATIOS**

### 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

## **7. VETTING**

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

The need to vet volunteers should be made on the basis of their having 'substantial access to children'.

The school uses DE Circular 2012/19 regarding the vetting requirements for school volunteers as part of the new Access NI Disclosure and Barring Arrangements. Also DE Safeguarding and Child protection – A Guide for Schools (April 2017) document.

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

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

## **8. TRANSPORT**

The management of the school, must be satisfied that all the transport arrangements meet the legal statutory requirements for the type of journey proposed.

Areas that will be considered:

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

Where the school requires the use of outside operators to provide transport, it will make sure that the operator(s) can demonstrate how they meet the above criteria.

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

- satisfy themselves that the vehicle is licensed and insured for purpose – this could involve asking for a copy of the insurance details;
- 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.

## **9. INSURANCE COVER**

The school must ensure, well before the group departs, that adequate insurance arrangements are in place. The Education Authority will cover the legal liability of controlled and maintained schools in respect of personal injury claims

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



## 10. 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. specialist activity providers etc. Where the school has opted to use the services of an independent provider the principal will 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.

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**

## 11. CODE OF CONDUCT

The establishment of a code of conduct for all pupils participating in educational visits is essential to ensure the achievement of safe and successful outcomes.

St Michael's PS, will use its school rules to govern conduct on all school visits. Children are expected to behave in a way which shows consideration for others and their property. We expect pupils to treat other children and adults with politeness and kindness and to have a regard for the safety of themselves and / or others. This approach is encompassed by the six 'Golden Rules' which is promoted throughout the school:

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

These school rules will be complemented by the use of St Michael's Positive Behavior Policy.

## 12. COMMUNICATING WITH PARENTS

The school will provide effective communication to ensure that parents are made aware of the purpose and nature of the visit. It will ask parents to ensure that they inform the school about any particular needs and issues of their child relevant to the visit.

### **13. ROLES and RESPONSIBILITIES**

#### School

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

#### The Principal

It will normally be the principal, Mrs J Carlin, from whom permission must be obtained before a visit takes place. The principal will

- ensure that visits have specific educational objectives;
- be satisfied that risk assessment has been carried out and that appropriate safety measures are in place;
- ensure that all arrangements comply with the organisation's Child Protection and Health and Safety Policies.

She will also be satisfied that:

- there is an acceptable code of conduct pupils in the form of the school rules and positive Behaviour Policy;
- 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 had 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.

**The principal should be clear concerning their role if taking part in the visit as an accompanying staff member. The group leader should remain in overall charge of the visit.**

#### The Group Leader

The group leader will normally be the class teacher. 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;
- adhere to best practice as outlined in this policy;
- undertake and complete the planning and preparation for the visit including the briefing of other leaders, pupils and parents;
- ensure that all relevant checks have been undertaken if an independent provider is to be used;
- 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 undertake;
- 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 codes of conduct for both staff and pupils (School rules and Positive Behaviour Policy) are 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;

#### Accompanying Staff

Accompanying staff on educational visits are responsible to the school whether the visit takes place within normal hours or outside those hours.

Accompanying staff must endeavour to ensure the health and safety of everyone in the group and act as any reasonable parent would do in the same circumstances.

'In Loco Parentis' applies to all adults who work with pupils.

Accompanying staff should:

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

#### Volunteers in a Supervisory Role

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

Volunteers should:

- be vetted on the basis of having substantial access to children;
- participation in an educational visit, particularly those with a residential element, would provide such access;
- endeavour to ensure the health and safety of everyone in the group;
- not be left in sole charge of group members except where it has been previously agreed as part of the risk assessment;
- follow the instructions of the group leader (which may be provided in writing) and other accompanying staff, and help with control and discipline;
- speak to the group leader or accompanying staff if concerned about the health or safety of the pupils, at any time during the visit;
- endeavour to ensure that the established code of conduct, is adhered to.

#### Nominated Contact at School Base

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 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.

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 School Rules and Positive behaviour Policy;
- 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.

#### Responsibilities of Pupils

The group leader should, when briefing the pupils, make it clear that they have to act in accordance with St Michael's school rules and Positive Behaviour Policy, 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.

### **14. EMERGENCY/CONTINGENCY ARRANGEMENTS/ CRITICAL INCIDENTS**

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

- emergency procedures must be established by the group leader and must be communicated to and understood by all members of the party (Appendix 1).

- the group leader should ensure that adequate First Aid provision is available (Appendix 2);
- in the event of a young person becoming ill or being injured, specialist help must be sought as appropriate and parents informed as soon as possible. Where the illness/accident/injury is serious the principal should be contacted. Responsibility for informing relevant authorities rests with the principal;
- if it is necessary due to the seriousness of the circumstances for the parents to visit the young person(s), the principal in conjunction with the Board of Governors body will make arrangements for them to do so.

A 'missing pupil plan' (Appendix 3) should be known in advanced by every member of the group including:

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

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

#### Contingency planning

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. The group leader will have a contingency plan for each visit/trip. All staff taking part in the visit will be briefed regarding the plan. Those responsible for organising educational visits will familiarise themselves, and others involved, with the generic contingency plan outlined in Appendix 4.

#### Critical Incidents

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

In the event of a critical incident (as defined above) occurring during a school visit the school's critical incident management plan (Appendix 5) will be implemented.

## **Appendix 1**

### **Emergency Procedure for School Trips**

*This Procedure is taken from Point 7 of Critical Incident Policy*

Although the school takes all steps to ensure all actions are carefully planned and risk assessments are carried out for all trips, there are occasions when unforeseen events occur. The following procedure should be followed if a critical incident occurs on a school trip.

1. There must always be more than one member of staff on a visit on a ratio 1:10.
2. Staff should have school mobile phone, contact telephone numbers and a first aid kit.
3. The lead teacher must establish the nature and extent of the emergency.
4. The lead teacher must make sure all members of the party are accounted for and are safe.
5. If there are injuries, immediately establish their extent as far as possible and administer appropriate first aid.
6. Call Emergency services if required.
7. The Principal/ nominated person should be informed immediately of the extent of the incident and the action taken.
8. Wherever possible, a member of staff from the party should supervise throughout and arrange an early return to school.
9. If any member of the party requires hospital treatment, an adult should accompany them.
10. All contact is to be controlled by the Principal/ nominated person. No pupil to be allowed access to the telephone. The Principal/ nominated person or Chair of Governors will control all contact with parents and the media.
11. A written report of incident will be made at earliest time possible, following incident (Appendix 6).



## **Appendix 2**

### **FIRST- AID KITS**

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

- a general guidance card on First-Aid;
- twenty individually wrapped sterile adhesive plasters (assorted sizes) appropriate for the environment (you can provide hypoallergenic plasters, if necessary);
- two sterile eye pads, with attachments;
- four individually wrapped triangular bandages;
- six safety pins;
- six medium sized individually wrapped sterile, un-medicated wound dressings (approximately 10cm x 8cm);
- two large sterile individually wrapped, un-medicated wound dressings (approximately 13cm x 9cm);
- two extra-large sterile individually wrapped, un-medicated wound dressings (approximately 28cm x 17.5cm);
- sterile water or sterile saline 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.);
- It may also be useful to carry first-aid scissors and medical tweezers.

As an alternative, a number of smaller 'travelling' first-aid kits can be carried containing the same amount of equipment overall, but spread throughout the group.

In the event of a medical emergency the group leader should ensure staff responsible for managing first aid/ medical emergencies are aware of:

- medical conditions;
- parental advice relating to a medical condition;
- nominated school contact.

## Appendix 3

### Missing Pupil Plan

1. **The group leader** will:

- nominate two members of staff to stay and supervise group
- initiate a search of immediate vicinity by other staff group members
- contact educational visit centre and ask them to initiate a search of their premises.

If missing pupil is not found within 5 minutes:

- contact the nominated person, based at school (principal or secretary) to inform of circumstances and that missing pupil plan is being put into action
- if this nominated person is not the principal, the principal will be informed.

If missing pupil is not found after a further 5 minutes:

2. **The group leader** will:

- contact the police,
- contact the nominated person, based at school (principal or secretary) to inform parents that:
  - child is missing
  - police have been contacted.

3. **The group leader** will enact a Contingency Plan, which will involve:

- a. group remaining at activity, whilst group leader liaises with police and nominated contact
- b. a return of whole group to school, whilst group leader liaises with police and nominated contact
- c. in event of (b) a member of staff will either
  - i. stay to assist group leader (if Teacher: Pupil ratio allows for this) or;
  - ii. travel from school to assist group leader.

4. **The Principal** will enact a Critical Incident Plan.

5. A written report of incident will be made at earliest time possible, following incident (Appendix 6).

## Appendix 4

### Generic Contingency Planning

*(to be adapted for specific circumstances)*

**1. The group leader will:**

- contact the nominated person, based at school (principal or secretary) to inform of circumstances and that contingency plan is being put into action
- if this nominated person is not the principal, the principal will be informed.

The contingency will involve:

- a return of whole group to school;
- a return of part of the group to school, accompanied appropriately by adults; or
- other, based on specific contingency need

**2. The nominated person** will ensure that parents (involved with contingency) are informed that the contingency has been enacted

**3. The nominated person** will ensure appropriate groups (CCMS/EA/Critical Incident Team) are contacted to assist with provision of a response to the media if required.

**4.** All leaders and supervisors and senior staff remaining in school must be aware of this plan.

**5.** Where possible, the group leader will make all efforts to enable the pupil(s) affected to talk directly with their parents/guardian in a private setting.

**6.** The group leader will monitor the situation continuously until it is resolved or until the group has returned home.

**7.** A written report of incident will be made at earliest time possible, following incident (Appendix 6).

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

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

It should be noted that this list is not exhaustive.

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

## Appendix 5

### CRITICAL INCIDENT PLAN

#### Procedures during an incident

1. The Principal and Designated Teacher for Child Protection, must be informed of any critical incident as soon as possible.
2. As soon as an incident is confirmed, the Critical Incidents Team will meet to decide strategies.
3. The rest of the staff will be informed as soon as possible, preferably at a specially convened staff meeting.
4. All staff should share the same information.
5. Students will be told information simply and sensitively
6. The School will try, as far as possible, to keep to the normal routine.

#### ACTION PLAN

Major incidents require the following procedure:-

1. The Principal will convene the Critical Incidents Team.
2. The nominated contact for Critical Incidents Team will use the up to date list of students' next of kin (record files) and contact parents of affected children.
3. Principal will Inform immediately the appropriate Officers in CCMS and EA.
4. School should not release any statements but refer enquiries to CCMS/ EA
5. Ensure that staff know that only one member of critical incident team will deal with enquiries to school relating to the incident. **No other member of staff should give information relating to the incident. No social media comments by staff.**
6. Collect, record and convey as much *accurate* information as possible.
7. Record all actions - Appendix 6
8. Keep all staff updated
9. Provide a room for staff to convene during critical time
10. Provide a room for critical incident support officers
11. Counselling for staff.
12. Counselling for pupils.
13. Refusal of access to press/television on school premises.

## Appendix 6

### EDUCATIONAL VISIT INCIDENT RECORD FORM ST MICHAEL'S PS, DUNNAMANAGH,

1 Name of group leader

2 Date, Time and Location of Incident

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

(a)

(b)

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

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

Signed:

Date:

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