

# ANTRIM GRAMMAR SCHOOL

## PERMISSION AND PROTOCOLS FOR EDUCATIONAL TRIPS AND VISITS

October 2009

### RATIONALE

All colleagues will appreciate that an overview must be taken, by the Governors and SLT, of the equity, priority, affordability and educational value of proposed trips. This is especially true because of the recent upsurge in the numbers of trips, which is putting strains on budgets, time-tables and curricula. Please take note of the criteria listed below, which will be applied in the selection of those trips for which permission will be granted.

### APPLICATION CRITERIA

Consideration will be given to the following criteria when decisions are made regarding the approval of school trips/visits (for the purpose of this application process a *trip* will necessitate overnight accommodation, whereas a *visit* will not).

### CRITERIA

- The extent to which a preliminary assessment of risk has been undertaken, with a clear commitment that risk will be managed throughout, with the safety of pupils and staff in mind;
- The explicit/implicit necessity of the visit/trip for completion of an externally accredited examination/course;
- Any likely impact on pupils' learning and attainment;
- Any potential disruption to other classes through teacher absence;
- The proposed costs to parents and/or school (including Cover etc.);
- The clarity of a connection between the proposed trip and any Antrim Grammar School development plans;
- The record of success or otherwise of similar trips, with similar personnel (where relevant);
- Parents will sometimes wish to choose between or among non-compulsory trips/visits, so initial approval of a discretionary trip/visit will be communicated to parents and – on the basis of their choices – the viability of each discretionary trip will be reconsidered.
- In order to facilitate the point above a calendar of proposed trips will be issued to parents, then a suitable period for their responses will be given, before final approval for each trip is granted.

### APPLYING CRITERIA

Application forms are available from the Principal's Secretary, for initial approval. Note that any significant change of circumstances may necessitate a re-evaluation of the trip/visit. These applications should be forwarded to the Principal at least six months before any proposed trip/visit.

- An initial risk assessment should form a part of the application (in the form, for example, of an explanation of the tour company's arrangements regarding safety, insurance etc.). This must be supported by an undertaking to satisfy the demands of the School's and the NEELB's relevant policies.
- If the trip is annual and compulsory, you should still submit the form overleaf.
- "Likely impact..." includes identification of the year group(s) included and the timing and duration of the visit/trip.
- Disruption to other pupils should be calculated in terms of the number of examination/junior classes missed and the likely impact on them of the teacher's absence. Provision also needs to be planned for the pupils on the visit/trip to catch up with work missed.
- Accurate costing should form part of the application; including projected costs to parents and to the school.
- Any links to the school's development plans should be made explicit.
- A full list of the essential staff proposing to go on the trip should be submitted; and a comment upon the success of similar, previous trips, may be made in a covering note.
- A reconciled financial return should be submitted with the initial application, when the proposed pupil contribution exceeds £100.
- The Principal in consultation with the SLT will make the final decision regarding which staff accompany the trip. In doing so he will consider the impact upon teaching and learning, the suitability of nominees and issues of fairness etc.

## WHEN APPROVAL IS GRANTED

Approval is always conditional on full compliance with the NEELB and Antrim Grammar School Policies on trips/visits. These must always be followed to the letter. The latest protocols for planning and conducting an Educational Visit or Trip are set out in the NEELB policy **Educational Visits, Best Practice, 2009**. All staff involved in planning and supervising visits – once permission is granted – must comply with the guidance and pro formas set out in that document. A copy may be viewed on, or downloaded from, the NEELB website ([www.neelb.org.uk](http://www.neelb.org.uk)). This NEELB document supersedes the 2005 and 2007 documents employed by us heretofore. The new document is comprehensive and will stand alongside this policy, as a full adopted extension of this in-house policy.

## AFTER THE TRIP

A brief report of each trip should be submitted to the Principal, within two weeks of return. Anything that may affect the good name of the school, or the health and safety of pupils or staff, should be reported as soon as possible to the Principal.



## School Trips: Guidelines for Initial Application for Approval (forward to Mr. Black)

Thank you for wishing to plan and oversee a school trip. Trips form a very important part of curricular and extra-curricular enrichment. Trips also necessitate considerable planning, organisation and responsibility. Please follow our school's policy on trips and take all necessary Child Protection and Health and Safety precautions.

In helping the Principal and SLT to decide which trips to sanction please tick the relevant box(es) below and fill in the relevant information.

- Trip compulsory for examination work (e.g. field work).
- Trip links directly with SDP priorities.
- Trip helps to develop a curricular or extra-curricular priority.
- Trip will aid in the understanding of an examination topic.
- Trip is mainly for enrichment/leisure purposes.

### Information

- (a) Subject, focus, or name of trip? \_\_\_\_\_
- (b) Likely date and time of trip? \_\_\_\_\_
- (c) Is the trip annual/biennial/other? \_\_\_\_\_
- (d) Target group of pupils? \_\_\_\_\_
- (e) Can this trip be combined with another subject/trip? \_\_\_\_\_
- (f) Maximum number of pupils? \_\_\_\_\_
- (g) Destination? \_\_\_\_\_
- (h) Likely cost per pupil (including share of costs to school)? \_\_\_\_\_  
[Where costs exceed £100 per pupil, a budgetary plan should be submitted with the application using the form provided.]
- (i) Name of teacher responsible? \_\_\_\_\_
- (j) Suggested names of potential staff involved? (This will be negotiated): \_\_\_\_\_  
\_\_\_\_\_

Approval granted by Mr. Black Yes/No (circle)

Sheet/copy given to Mr. Gingles \_\_\_\_\_ (date)



# EDUCATIONAL VISITS APPROVAL FORM EVA

(For use in relation to visits in categories 1 and 2 only)

Year 20\_\_\_\_\_ Term\_\_\_\_\_ Dates \_\_\_\_\_ to \_\_\_\_\_

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

Approved \_\_\_\_\_ / Date \_\_\_\_\_  
**Signed Principal**

Approved \_\_\_\_\_ / Date \_\_\_\_\_  
**Signed Chair of Governors**



# Educational Visits Proposal

# EVP

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

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

Key Stage Group	Key Stage 3/4	Post – 16
	(11-16 years)	(16 + years)
Tick		

Total Numbers of Young Persons Involved	Your School	Male	Female
	*Other School(s) or Youth Centre(s) / Project	Male	Female

Category of visit		Circle as appropriate 3      4      5			
Proposed Date(s)	From	...../...../.....	To	..../..../....	Number of Days (incl):
Approx cost per pupil					

Activities to be undertaken:	
------------------------------	--

Staff & other adults involved	Name	Male	Female	School Project	Status	Date & Time of attendance

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

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



## PLANNING CHECKLIST

School: \_\_\_\_\_

Date of Visit from \_\_\_\_\_ to \_\_\_\_\_

Venue: \_\_\_\_\_

Group Leader: \_\_\_\_\_

	Yes	No	N/A
i The proposed visit has clear educational objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The nature of the visit has been established.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The target group has been identified.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii All the relevant information regarding the proposed educational visit has been presented to the management e.g. destination, itinerary, timescales etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii The management has approved the proposed visit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv An initial risk assessment has been undertaken for all aspects of the visit(s) and appropriate control measures have been put in place and recorded:			
• hazards have been identified	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• people who may be at risk have been identified	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• evaluation of the risk has been undertaken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• additional safety and/or control measures have been established	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• information has been disseminated to all relevant persons and appropriate records maintained.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v Where residual risks (inherent in all visits) still prevail an appropriate contingency/emergency plan has been put in place and disseminated to all relevant persons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vi The number of leaders in attendance has been agreed:			
• a staff member has been identified as Group Leader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• accompanying staff have been identified	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• volunteer supervisors have been identified	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• vetting procedures have been undertaken (where necessary)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vii Leaders are fully aware of:			
• their roles and responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• the standard of conduct required of them during the visits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- viii Young people and parents/guardians have been informed/briefed and understand the implications of their participation in the visit.
- ix Parents/guardians have given their written consent to the young people participating in the educational visit.
- x All relevant information (medical, dietary and contact details) pertaining to the young people participating in the educational visit(s) has been obtained, recorded and appropriate action taken where necessary.
- xi The transport arrangements for the group are appropriate for the nature/type of journey(s) planned.
- xii Adequate insurance is in place to cover all aspects of the educational visit, including transport.
- xiii Where a residential visit is planned, the overnight accommodation has been assessed as appropriate in terms of:
- its suitability for the group
  - its compatibility with the objectives of the visit
- xiv Where the educational visit involves outdoor or adventurous activities, the Education Visits Co-ordinator and Group Leader are satisfied that :
- appropriate management structures and systems are in place in relation to child protection/health safety
  - staff are competent to provide the activities
  - all relevant checks have been undertaken to ensure the above are in place
- xv The Educational Visits Co-ordinator has approved the operational arrangements for the visits.
- xvi Final approval is obtained, as appropriate.



## **CONSENT FORM**

School Name: \_\_\_\_\_

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

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

taking part in the educational visit to be held on \_\_\_\_\_

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

\*delete as appropriate

Please give details of:

1. Any current medical condition/any medication being taken

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Any other relevant information which may affect his/her participation in the visit (including allergy or dietary requirements)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Emergency contact numbers:

Home: \_\_\_\_\_

Work: \_\_\_\_\_

Mobile: \_\_\_\_\_

I accept the established code of conduct for the educational visit and agree to the arrangements relating to my son/daughter returning home from the visit due to unforeseen circumstances.

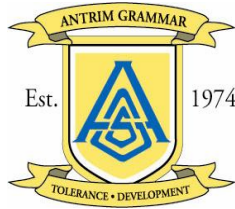
I agree to my son/daughter receiving emergency medical treatment, including anaesthetic, as considered necessary, by the medical authorities present. I understand the extent and limitations of the insurance cover provided.

Signed: \_\_\_\_\_ (Parent/Guardian)

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

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## Educational Visit Incident Record Form

1. Name of School \_\_\_\_\_

2. Name of Group Leader \_\_\_\_\_

3. Date, Time and Location of Incident \_\_\_\_\_

\_\_\_\_\_

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

(a) \_\_\_\_\_

(b) \_\_\_\_\_

(c) \_\_\_\_\_

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

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

Signed: \_\_\_\_\_

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

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## Post Review Visit

Group Leader: \_\_\_\_\_

Visit to: \_\_\_\_\_

Dates: \_\_\_\_\_ to \_\_\_\_\_

Please comment on the following:-

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

Other Comments:

Signed Group Leader: \_\_\_\_\_

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

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## RISK ASSESSMENT

This is an example of an approach to Risk Assessment, using a scoring mechanism. It should be recognised that there are other examples of good practice that already exist in schools. 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 realised.

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.

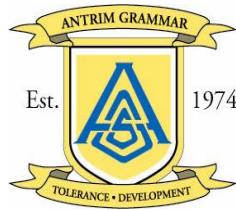
Risk = Probability of occurrence                      x                      Consequence of outcome

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.

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. 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 then equip and prepare them to undertake risk assessment and help them to determine how risk can or cannot be managed.



# YOUNG PERSON'S RESPONSIBILITIES

### General

- Always think about your own and others' safety.
- If you have a problem or are worried about something, always tell someone whom you trust. This may be your teacher or course organiser – don't suffer in silence!
- If you have particular health or dietary needs, tell the supervising adults and/or the organiser.
- Always follow the instructions of your Group Leader and leaders, including those at the venue of the visit.
- If you do get lost or separated follow the procedures agreed for such an occurrence (see Appendix 7). If totally disorientated and confused go to a public place where you will be seen by lots of people and where you can ask for directions.
- If approached by someone you don't know, in a threatening or concerning manner, just walk away.
- If travelling on a bus or train and someone makes you feel unsafe, move to a different seat, preferably closer to the driver or other passengers.
- Personal travel arrangements should be carefully planned. Ensure you are familiar with whoever is transporting you and never travel alone in vehicles with strangers.
- Ensure that safety rules set out in Highway Code and Green Cross Code are followed.
- Be aware of situations which may cause you harm or injury and where necessary inform a responsible adult (e.g. leader) about your concern.
- Dress and behave sensibly and responsibly.
- Be sensitive to local codes and customs.
- Think things through carefully before you act and do not take unnecessary risks.

### When participating in Visits abroad

- Always pack your own suitcase and never carry items for anyone else.
- Learn the telephone numbers of the emergency services in the country you are visiting before you leave and make sure that you keep them handy.
- When out and about always carry details of where you are staying e.g. address, telephone number and contact details.
- Always keep enough money to make a telephone call.
- If personally carrying essential documentation, money or valuables, keep them secure in either an inside pocket, bum-bag, money belt or something similar – choose whichever is comfortable for you.

### Never:

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



### EMERGENCY PROCEDURES

- Emergency procedures must be established by the Group Leader and must be communicated to and understood by all members of the party.
- The Group Leader should ensure that adequate First Aid provision is available. A list of contents for a First Aid Kit is suggested in Appendix 8.
- In the event of a young person being injured, specialist help must be sought as appropriate and parents informed as soon as possible. Where the accident/injury is serious the Principal should be contacted. Responsibility for informing relevant authorities rests with the Principal.
- If it is necessary, due to the seriousness of the circumstances, for the parents to visit the young person(s), the Principal in conjunction with the governing body should make arrangements for them to do so.
- A 'lost' procedure should be known in advance by every member of the group including:
  - action to be taken if separated from the group or lost
  - advice on where assistance may be sought
  - notifiable personnel and contact details
  - notification of safe return
- If any leader has cause to believe that a young person has been abducted or has absconded the Police must be notified



### 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 guide card on First-Aid

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

2 sterile eye pads, with attachments

6 individually wrapped triangular bandages

6 safety pins

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

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

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

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



## Initial Budgetary Plan

Destination: \_\_\_\_\_

Dates of Trip: \_\_\_\_\_

Teacher in Charge: \_\_\_\_\_

<b>Income</b>	<b>Expenditure</b>
<u>Pupil payments</u> Number of pupils _____ @ _____ per pupil  Subtotal <span style="float: right; border: 1px solid black; width: 100px; height: 20px; display: inline-block;"></span>	<u>Flight and Accommodation Costs</u> _____ @ _____ pupils _____ _____ @ _____ staff _____  Subtotal <span style="float: right; border: 1px solid black; width: 100px; height: 20px; display: inline-block;"></span>
<u>Other Income</u> Sponsorship _____ Fundraising _____ (to be agreed with Principal) Funding from other sources _____ Subtotal <span style="float: right; border: 1px solid black; width: 100px; height: 20px; display: inline-block;"></span>	<u>Additional Expenditure</u> Tours/Visits/Tickets _____ Meals _____ Transport _____ (Taxis, Buses etc) Subtotal <span style="float: right; border: 1px solid black; width: 100px; height: 20px; display: inline-block;"></span>
TOTAL <span style="float: right; border: 1px solid black; width: 100px; height: 20px; display: inline-block;"></span>	<u>Staff Cover Costs</u> (to be agreed with Principal) _____ days @ £160 _____ Subtotal <span style="float: right; border: 1px solid black; width: 100px; height: 20px; display: inline-block;"></span>
	<u>Contingency Fund</u> _____ @ _____ pupils _____ Subtotal <span style="float: right; border: 1px solid black; width: 100px; height: 20px; display: inline-block;"></span>
	TOTAL <span style="float: right; border: 1px solid black; width: 100px; height: 20px; display: inline-block;"></span>

\_\_\_\_\_  
Teacher-in-Charge

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date



## Reconciliation of Finances

Destination: \_\_\_\_\_

Dates of Trip: \_\_\_\_\_

Teacher in Charge: \_\_\_\_\_

<b>Income</b>	<b>Expenditure</b>
<p><u>Pupil payments</u></p> <p>Number of pupils _____ @ _____ per pupil</p> <p>Subtotal <span style="float: right;">[ ]</span></p> <p><u>Other Income</u></p> <p>Sponsorship _____</p> <p>Fundraising _____ (to be agreed with Principal)</p> <p>Funding from other sources _____</p> <p>Subtotal <span style="float: right;">[ ]</span></p> <p> </p> <p>TOTAL <span style="float: right;">[ ]</span></p>	<p><u>Flight and Accommodation Costs</u></p> <p>_____ @ _____ pupils _____</p> <p>_____ @ _____ staff _____</p> <p>Subtotal <span style="float: right;">[ ]</span></p> <p><u>Additional Expenditure</u></p> <p>Tours/Visits/Tickets _____</p> <p>Meals _____</p> <p>Transport _____ (Taxis, Buses etc)</p> <p>Subtotal <span style="float: right;">[ ]</span></p> <p><u>Staff Cover Costs</u> (to be agreed with Principal)</p> <p>_____ days @ £160 _____</p> <p>Subtotal <span style="float: right;">[ ]</span></p> <p><u>Contingency Fund</u></p> <p>_____ @ _____ pupils _____</p> <p>Subtotal <span style="float: right;">[ ]</span></p> <p>TOTAL <span style="float: right;">[ ]</span></p> <p>SURPLUS/DEFICIT <span style="float: right;">[ ]</span></p>

\_\_\_\_\_  
Teacher-in-Charge

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date