



FORMS

AND

APPENDICES

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/ Young People	Year group(s)/ age range	Category (1 or 2)

Approved _____ / _____
Signed Principal/Youth Service Manager Date:

Approved _____ / _____
Signed Chair of Governors/ELB Officer Date:

Educational Visits Proposal

EVP

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

Name of School or Youth Centre/Project:	
* 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:	Nursery	Foundation	Key Stage 1	Key Stage 2	Key Stage 3/4	Post-16
		[4-6 years]	[6-11 years]		[11-16 years]	[16+ years]
Tick						

Total Numbers of Young Persons Involved	Your School or Youth Centre/Project	Male	Female
	*Other School(s) or Youth Centre(s)/ Project(s)	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:	
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Staff & other adults involved	Name	Male	Female	School or Youth Centre/Project	Status	Date & Time of attendance

Transport Arrangements:	
Organising Company:	
Agency (if relevant):	
Other comments or information:	
Principal's/Youth Service Manager's Signature:	Date:
Chair of Governor's/ELB Officer's Signature:	Date:

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PLANNING CHECKLIST

School/Youth Group:

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 made 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"/>

	Yes	No	N/A
viii Young people and parents/guardians have been informed/briefed and understand the implications of their participation in the visit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ix Parents/guardians have given their written consent to the young people participating in the educational visit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
xi The transport arrangements for the group are appropriate for the nature / type of journey(s) planned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
xii Adequate insurance is in place to cover all aspects of the educational visit, including transport.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
xiii Where a residential visit is planned, the overnight accommodation has been assessed as appropriate in terms of:			
• its suitability for the group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• its compatibility with the objectives of the visit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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 and safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• staff are competent to provide the activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• all relevant checks have been undertaken to ensure the above are in place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
xv The Educational Visits Co-ordinator has approved the operational arrangements for the visits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
xvi Final Approval is obtained, as appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CONSENT FORM

School or Youth/Centre Project 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:

Other:

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 or Youth Centre/Project _____

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 Visit Review

Group Leader: _____

Visit to: _____

Dates: _____ To: _____

Please comment on the following:-

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

Other Comments:

Signed Group Leader: _____

Date: _____

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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 and youth centres/projects. 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 recognized 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, youth leader, 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 or youth leader in charge should be contacted. Responsibility for informing relevant authorities rests with the Principal or Youth Service Manager.
- If it is necessary, due to the seriousness of the circumstances, for the parents to visit the young person(s), the Principal or Youth Service Manager in conjunction with the governing body/ELB youth section should make arrangements for them to do so.
- A 'lost' procedure 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.

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).

Mrs Paula Smith	<i>Chair</i>	Adviser Environment & Society – SEELB
Mr Trevor Quinn	<i>Deputy Chair</i>	Ardnabannon Outdoor Education Centre
Mr Peter Corr	<i>Secretary</i>	AAO – Environment & Society – SEELB
Mr John Stevenson		Principal, Sullivan Upper School, Holywood
Mr Peter McNulty		Principal, Christ the King Primary School, Omagh
Mr Oliver Sherry		Principal, Sperrinview School, Dungannon
Mr Jim Keith		Principal, Belfast Boys' Model School, Belfast
Mrs Sheila Crea		Principal, Assumption Grammar School, Ballynahinch
Dr Robert Jennings		Principal, Slemish College, Ballymena
Mr Robert Hunter		Primary Adviser – SEELB
Lorna Gardiner		Foundation Stage Adviser – NEELB
Mr Trevor Hagan		Legal & Insurance Section – NEELB
Mr John Donnelly		Sports Development Officer – BELB
Ms Liz Crowe		Curriculum Officer CASS – BELB
Mr David Orr		Health & Safety Officer – SELB
Mr Brendan O Reilly		Health and Safety Manager – BELB
Mr Owen Doody		WELB
Ms Carol Burrows		Child Protection Officer – SELB
Cathy Bell		Adviser, SELB
Mrs Margaret Harte		Assistant Education Officer – Special – WELB
Mr Gerry Corr		Health & Safety Officer – CCMS
Ms Helen Leith		Policy Development Officer – CCMS
Ms Laura McAlpine		NICIE
Mr Roy Downey		Inspector - ETI