



Victoria College Preparatory School Educational Trips Policy

January 2023

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Agreed by Governors –
Review Date – 09/01/2027
Drafted by – K Hrabovsky

Rationale:

Victoria College Preparatory School recognises the value and considerable benefit children derive from taking part in educational visits which allow them to develop a wide range of valuable personal and social skills. In particular, they have opportunities to participate in activities and gain from experiences not available in the typical classroom setting.

Schools have a legal requirement and a duty of care to ensure that all pupils receive the highest standards of safety on educational visits. The Health and Safety at Work (NI) Order 1978 has placed a duty to ensure that we have adequate arrangements to protect the Health and Safety of all those participating on educational visits. This entails a process of risk assessment. The following publications must be borne in mind when undertaking an educational visit especially where it includes a residential element:

Pastoral Care in Schools – Child Protection – DENI (2018)

<https://www.eani.org.uk/publications/safeguarding-and-child-protection/pastoral-care-in-schools-child-protection>

Health and Safety of Pupils on Educational Visits - DFEE (1999) and DFES supplements (2002) <https://www.gov.uk/government/publications/health-and-safety-on-educational-visits>

Supporting Pupils and Mediation Needs 2008

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Children (NI) Order 1995 <http://www.legislation.gov.uk/nisi/1995/755/contents/made>

This policy has been drawn up in line with the Education Authority's document entitled EA Educational Visits Interim Guidance for Schools (2017)

<https://www.eani.org.uk/sites/default/files/2018-10/EA%20Educational%20Visits%20Interim%20Guidance%202017.pdf>.

Procedures:

It is essential that any member of staff who wishes to organise an educational visit must ensure that all necessary documentation including risk assessments appropriate to the category of educational visits (**Appendix A**) are completed and approved prior to the visit.

The roles and responsibilities of the Group Leader, Deputy Leader and assistants/volunteers must be clearly identified and understood (**Appendix B**) and a code of conduct agreed which provides an effective basis upon which to ensure the achievement of safe and successful outcomes (**Appendix C**).

Any member of staff organising a trip or visit must ensure that he/she is fully aware of the detailed procedures as outlined in the Risk Assessment document (**Appendix D**),

the College's Guidelines for School Visits and Residential Trips (**Appendix E**) and the College's General Guidelines for School Trips (**Appendix F**).

In this policy the term "educational visits" refers to "all academic, sporting, cultural, creative and personal development activities which take place away from the young person's school, and make a significant contribution to learning and development of those participating."

Review and Evaluation:

The policy will be reviewed at least once every three years by the Board of Governors. and will be kept under review by senior members of staff who will keep Governors informed of any difficulties that may arise.

APPENDIX A

Categories of educational visits:

Category 1

Visits which take place on a regular basis and occur largely within school hours e.g. sporting fixtures and swimming pool visits.

Category 2

One-off day/evening excursions e.g. field trips, theatre visits, business/education visits and regional sporting fixtures.

Category 3

Residential visits of one or more nights within the UK or Ireland e.g. visits to residential centres, field centres, youth and school exchanges, and P7 visit to mainland.

Category 4

Residential visits outside the UK or Ireland e.g. international exchange visits and sporting events.

Category 5

Hazardous activities – residential and nonresidential e.g. hill walking, skiing and horse riding.

APPENDIX B

Group Leader

A member of staff designated by the Head of Preparatory School as Group Leader.

The Group Leader will have overall operational responsibility for supervision, discipline and conduct of the participants for the duration of the visit. He/she should be experienced in organising such visits, the supervision of pupils, and all relevant health and safety matters.

He/she should be able to direct and lead young people and be suitably qualified/competent to instruct them in activities, as necessary.

The Group Leader has a crucial role to play in the successful and safe completion of an educational visit.

The Group Leader should:

- obtain the Head of Preparatory School's prior agreement before any off-site visit takes place
- appoint a deputy with the consent of the Head of Preparatory School
- adhere to policy and procedures
- undertake and complete the planning and preparation for the visit including the briefing of leaders, group members and parents
- ensure that all relevant checks have been undertaken if an external provider is to be used
- take steps to familiarise him/herself with the location/establishment where the activity will take place
- inform parents as to the terms and conditions of insurance cover
- undertake and complete an appropriate risk assessment
- gather enough information on the young people proposed for the visit to assess their suitability or be satisfied that their suitability has been assessed and confirmed
- ensure the ratio of leader to young people 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 volunteer supervisors and ensure that all tasks have been clearly assigned
- have proper regard to the health and safety of the young people and ensure that adequate supervision is provided at all times
- ensure that the established code of conduct for both staff and young people 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
 - central contact
 - parent/guardians
- ensure that accompanying staff and volunteer supervisors and the central contact are aware of the emergency procedures

- ensure that any other accompanying staff 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 young people is unacceptable and have in place procedures for such an eventuality
- regularly review visits/activities.

Deputy Leader

The Deputy Leader will assume the role and responsibilities of the Group Leader should the Group Leader no longer be able to fulfil his/her duties for whatever reason.

Accompanying Staff

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

Accompanying staff should:

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

Volunteer Supervisors

To satisfy staffing ratios, it may be necessary to involve persons other than staff members as volunteer supervisors, for examples, 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.

Appropriate police checks should be carried out in line with the school's Child Protection Policy.

Volunteer supervisors should:

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

CODE OF CONDUCT

APPENDIX C

At all times during the trip, pupils will be expected to behave with the interests and well being of the group and the reputation of the school in mind.

Pupils must be courteous at all times.

Pupils must be punctual for all meetings.

Pupils should demonstrate a positive interest while taking part in organised visits.

Pupils may not, at any time, drink or purchase alcohol.

Pupils may not purchase or smoke tobacco.

Pupils may not purchase or be involved in the use of illegal substances.

During the visit, each pupil will be assigned to a teacher or a responsible adult.

Pupils may not leave the hotel or organised venue without permission.

Under no circumstances should anyone who is not a member of the school party be admitted to sleeping areas and this would only be within exceptional circumstances

Pupils may be allowed a limited amount of free time for shopping, sightseeing etc however this must have been agreed by the teacher or responsible adult in charge.

Pupils must ensure that they have a clear idea of travelling times, routes, destinations, venues as stated in the itinerary.

If accidentally separated from the group, pupils must contact the emergency number provided and wait for a responsible adult to meet them.

Should the behaviour of any one or more pupils cause concern, jeopardise the reputation of the school, or put at risk themselves or anyone within the group, then the teacher in charge may at his/her discretion make arrangements for the pupil to be sent home. Any additional financial costs incurred will be the responsibility of the parents.

APPENDIX D

RISK ASSESSMENT DOCUMENT

Please find enclosed the following:

1. Risk Assessment Guidelines
2. Essential Points
3. Daily Risk Assessment (RA1) – Example (to be used for trips of 24 hours or less)
4. Risk Assessment (RA2) - Generic example, but should be adapted according to the requirements for each individual trip (to be used for trips of over 24 hours)

IMPORTANT: PLEASE NOTE THAT THE FORM VCB1 MUST BE SIGNED BY THE PRINCIPAL BEFORE ANY FORMAL BOOKINGS ARE MADE REGARDING SCHOOL VISITS/RESIDENTIALS.

A Risk Assessment (RA1 or RA2 as appropriate) must then be completed and on approval, the following documentation must be filled in where appropriate:

- VCB2 - Pupil Consent Form Within School Day
- VCB3 - Medical Consent Form Residential
- VCB4 - Guidelines for Behaviour (All Trips)
- VCB5 - Accident Report Form
- VCB6 - Incident Report Form
- VCB7 - Pupil Cards

An Evaluation Report should go to the Head of Preparatory School as soon as possible on return from the trip.

RISK ASSESSMENT – GUIDELINES

Risk assessment is an important tool in order to ensure the health and safety of all those involved in a school visit.

It is simply a process of identifying potential hazards, evaluate the risk of harm resulting from those hazard(s) and taking appropriate action to protect both pupils and staff concerned.

Hazard – means anything that is likely to cause harm.

Risk – is the likelihood, great or small, that someone will be harmed by the hazard.

A formal assessment of the risks that might be met on a visit should have the aim of preventing the risks or reducing them. Pupils must not be placed in situations which expose them to an unacceptable level of risk. Safety must always be the prime consideration. If the risks cannot be contained, then the visit must not take place.

The risk assessment should be based on the following considerations:

- what are the hazards?
- who might be affected by them?
- what safety measures need to be in place to reduce risks to an acceptable level?
- can the group leader put the safety measures in place?
- what steps will be taken in an emergency?

The person carrying out the risk assessment should record it and give copies to all teachers/supervisors on the visit, with details of the risks. The Head of Preparatory School should also be given a copy so that approval, as necessary, can be given with a clear understanding that effective planning has taken place.

The Group Leader should take the following factors into consideration when assessing the risks:

- the type of visit/activity and the level at which it is being undertaken;
- the location, routes and modes of transport;
- the competence, experience and qualifications of supervisory staff;
- the ratios of teachers and supervisory staff to pupils;
- the group members' age, competence, fitness and temperament and the suitability of the activity;
- the special educational or medical needs of pupils;
- the quality and suitability of available equipment;
- seasonal conditions, weather and timing;
- emergency procedures;
- how to cope when a pupil becomes unable or unwilling to continue;
- the need to monitor the risks throughout the visit.

Examples of risk from – hazards: Examples of risk of – consequences

1.	fire	burns
2.	pupil unwell	pupil wants home
3.	money	money lost
4.	passport	passport lost
5.	unsuitable hotel	pupils unhappy
6.	late ferry	miss connection
7.	water	drowning
8.	vehicles	road traffic injury
9.	offensive material or sound etc.	offence upon sight or sound causing personal or psychological impact etc

Examples of controls are shown below that can be put in place to minimise the potential and severity of risks.

1. Follow the recommended Code of Practice.
2. The hazard can be removed.
3. The hazard can be replaced with a safer alternative.
4. A means of giving warning provided.
5. Adequate fire precautions given.
6. Adequate means of escape and areas provided.
7. Emergency plan.
8. Ensure sufficient supervision.
9. Clear guidance given to pupils.
10. Exploratory visit.
11. Means of calling fire brigade identified.

Essential Points

Before embarking upon a school trip, teachers should clearly read over all the points from the relevant Risk Assessment with participants. This should be done through a briefing session before departure for the day's activity as well as just before and during the activity.

All participants should be well aware of the potential hazards as well as their own personal responsibility for their own safety and that of others.

- There should be a designated First Aider in the party and teachers must have a comprehensive up-to-date list of pupils and their medical/dietary needs.
- Residential visits require a parents' information evening to be held during which the leader must inform parents of the risks involved.
- Only use swimming pools when there is a lifeguard. Please refer to Point 24 General Guidelines for specific reference to swimming pools.
- Whilst travelling by coach all participants must use seat belts provided. Please refer Points 14/15 General Guidelines for specific guidance regarding coach travel.
- When using sub-groups, a number (e.g. seven participants in a sub group then each pupil should be given a number), should be allocated to each member and on grouping together the sub group members must shout out their number in numerical sequence so that the leader can instantly know if the group is complete.
- Throughout the visit pupils must use the buddy system where pupils are paired together in order to look out for each other.
- All staff need to be fully aware of the School Trips Policy and the leader must have a copy of the policy with them whilst on residential visits.

DAILY RISK ASSESSMENT – (EXAMPLE)

Date: Anytime **Location:** _____

Activity: _____

Those at Risk: _____

	Identified Hazard	Further Action	Required
		Yes	No
1	<i>Entering and leaving the coach.</i>	✓	
2	<i>Walking into and around the city.</i>	✓	
3	<i>Traffic.</i>	✓	
4	<i>Trips and slips.</i>	✓	
5			

	Control Measures For The Hazard	Further Action	Required
		Yes	No
1	<i>A teacher will supervise pupils both entering and leaving the coach.</i>		✓
2	<i>Use the buddy system. Pupils have emergency contact number. Specific meeting point and time arranged.</i>		✓
3	<i>Remind pupils of the need to be careful crossing the roads and be mindful of all traffic movement.</i>		✓
4	<i>Wear appropriate footwear for the weather conditions.</i>		✓
5			

I declare that I agree with this risk assessment and have read the school’s trip policy and procedures.

	Name of Teacher	Signature	Date	Time
1				
2				
3				
4				
5				

Signature of Vice Principal: _____

Signature of Principal: _____

DAILY RISK ASSESSMENT

Date: _____ Location: _____

Activity: _____

Those at Risk: _____

	Identified Hazard	Further Action	Required
		Yes	No
1			
2			
3			
4			
5			

	Control Measures For The Hazard	Further Action	Required
		Yes	No
1			
2			
3			
4			
5			

I declare that I agree with this risk assessment and have read the school's trip policy and procedures.

	Name of Teacher	Signature	Date	Time
1				
2				
3				
4				
5				

Signature of Vice Principal: _____ Date: _____

Signature of Principal: _____ Date: _____

Travel and moving around

Activity	Hazard	Existing controls	Additional measures
moving around airport	<ul style="list-style-type: none"> • getting lost/separated • loss of property • personal safety 	<ul style="list-style-type: none"> • clear instructions beforehand • stay together • regular headcounts in groups • supervision in groups • buddy system • all to take responsibility for property 	airport emergency management First Aid sites
on plane	<ul style="list-style-type: none"> • generic risks 	<ul style="list-style-type: none"> • follow NST/Rayburn Tours guides • follow staff’s instructions • supervision 	First Aid available on plane
on coach/bus	<ul style="list-style-type: none"> • generic risks 	<ul style="list-style-type: none"> • follow NST/Rayburn Tours guides for coaches & service stations • follow driver’s instructions e.g. no standing, seat belts • supervision on and off coach 	First Aid available on coach
walking on sites	<ul style="list-style-type: none"> • getting lost/separated • loss of property • personal safety • personal injury/illness • missing coach 	<ul style="list-style-type: none"> • clear instructions beforehand • stay together • restricted free time & regular check-ins • restricted zones & designated meeting-points • minimum group size 3 in free time & buddy system • supervision and regular headcounts in groups • all to take responsibility for behaviour & property • clear instructions regarding suitable clothing & footwear • see separate page on personal injury/illness • clear instructions regarding coach departure • clear instructions regarding contacting staff and/or hotel 	First Aid sites marked on site maps Emergency services numbers given
walking in town	<ul style="list-style-type: none"> • as above • traffic 	<ul style="list-style-type: none"> • as above • clear instructions about continental traffic patterns • safest routes to be used where possible • supervised crossing only at designated crossings 	

Hotel

Activity	Hazard	Existing controls	Additional measures
moving around hotel	<ul style="list-style-type: none"> • slips, trips, falls • safety of equipment etc 	<ul style="list-style-type: none"> • participants advised of code of conduct • rooms checked by staff on arrival 	
in hotel	<ul style="list-style-type: none"> • fire/smoke 	<ul style="list-style-type: none"> • participants advised of hotel procedures • participants to keep exits clear 	
in hotel rooms	<ul style="list-style-type: none"> • personal health & safety • balconies (if relevant) • pool (closed for all guests) 	<ul style="list-style-type: none"> • accurate rooming lists with all staff • room checks at lights-out • rooms to be locked from inside after lights-out • participants restricted to rooms after lights-out • participants aware of how to contact staff in event of illness/emergency etc • clear instructions about avoiding balconies • clear instructions about avoiding pool 	
in hotel	<ul style="list-style-type: none"> • safety of possessions 	<ul style="list-style-type: none"> • participants briefed to restrict valuables • participants to take responsibility for own property • participants to use hotel safes if available • passports to be kept in safe 	

Illness and injury

Activity	Hazard	Existing controls	Additional measures
travel	travel sickness	<ul style="list-style-type: none"> • advice at briefing meeting re medication • individuals to retain and administer own medication • staff to carry bags and wipes • poor travelers to sit at front of coach etc and behave responsibly 	
all activities	over-exertion	<ul style="list-style-type: none"> • appropriate bedtimes • appropriate planning of activities • scheduled breaks • advice re clothing and bags 	
all activities	dehydration/cold	<ul style="list-style-type: none"> • as above • participants to carry and drink fluids • participants to wear appropriate clothing & headgear 	First Aid training
all activities	exposure	<ul style="list-style-type: none"> • as above • participants to wear appropriate clothing & headgear 	
all activities	minor illness/injury	<ul style="list-style-type: none"> • First Aid trained staff • household remedies (e.g. for colds, as per GP-approved Boarding list) • First Aid kit to be carried on all excursions (e.g. for blisters) 	First Aid on all sites
all activities	major illness/injury	<ul style="list-style-type: none"> • First Aid trained staff • local medical services • NST local emergency medical service • NST local emergency procedure contact 	Emergency Services
all activities	asthma	<ul style="list-style-type: none"> • those at risk identified in VCB pre-trip planning & known to staff • medical and parental advice • individuals to follow medical advice & medication • staff briefed; staff to carry spare medication 	as for major illness <ul style="list-style-type: none"> • laminated cards bearing information in German
all activities	allergic reactions	<ul style="list-style-type: none"> • those at risk identified in VCB pre-trip planning & known to staff • medical and parental advice sought & followed • airlines and hotels advised in advance by letter as appropriate • individuals to follow medical advice & carry medication • staff briefed; staff to carry spare medication 	as for major illness <ul style="list-style-type: none"> • laminated cards bearing information in German

Site-specific: Schonbrunn Palace, Hundertwasserhaus, House of Terror, Parliament Buildings, Statue Park, Palace of Miracles

Activity	Hazard	Existing controls	Additional measures
moving around museum	generic for sites	<ul style="list-style-type: none"> as above participants provided with map showing rendez-vous points, First Aid, toilets etc participants to take responsibility for behaviour participants to wear appropriate clothing 	

Specific activity: evening outing “Danube Cruise”

Activity	Hazard	Existing controls	Additional measures
evening walking	<ul style="list-style-type: none"> as above but with increased hazard due to darkness personal safety (strangers, alcohol etc) 	<ul style="list-style-type: none"> as above for walking around town participants reminded of code of conduct 	<ul style="list-style-type: none"> appropriate supervision appropriate limits on time and space agreed meeting time and place staff contactable at agreed place
Boat trip	<ul style="list-style-type: none"> as above 	<ul style="list-style-type: none"> as above follow NST/Rayburn Tours guides follow centre’s instructions 	

Specific activity: Restaurants

Activity	Hazard	Existing controls	Additional measures
Lunch in a variety of restaurants	<ul style="list-style-type: none"> personal safety (strangers, alcohol etc) 	<ul style="list-style-type: none"> participants reminded of code of conduct 	<ul style="list-style-type: none"> appropriate supervision appropriate limits on time and space

SCHOOL VISITS

APPENDIX E

COLLEGE'S GUIDELINES FOR SCHOOL VISITS AND RESIDENTIALS

SCHOOL RESIDENTIALS

CONTENTS

Planning

During the Visit

Residential Visits - General Guidelines

Visits Abroad - includes the following points:

- Using a tour operator.
- Sources of further advice for school travel abroad.
- Planning and preparation.
- Staffing the visits.
- Preparing pupils for visits abroad.
- Briefing meeting for parents.
- Vaccinations.
- Insurance.
- Foreign legislation.
- Language abilities.
- Visas - passports.
- Nationality.
- Care orders and wards of court.
- Emergency medical facilities.
- Paperwork.
- Information retained at the school.
- During the visit.
- Emergencies.
- Contacts at home.
- Travel by air.
- Exchange visits.
- Vetting host families.

Request to organize a Visit or Field Trip	VCB1
Consent form for visits within the school day	VCB2
School residential consent form/medical form.	VCB3
Guidelines for behaviour.	VCB4
Accident report form.	VCB5
Incident report form.	VCB6
School Residential Information Pack	VCB7
1. Principal Form	
2. Checklist	
3. Trip Evaluation	
4. Information Card	

SCHOOL RESIDENTIALS

Planning Procedures

- A. Any member of staff wishing to arrange a school residential should seek permission from the Principal by completing form VCB1. (Preferably 6 months before the visit.)

VCB1 must include all relevant details covering the main areas listed below.

1. Teacher in charge.
2. Destination.
3. Dates.
4. Staff.
5. Pupils involved.
6. Transport.
7. Finance.
8. Over subscription.
9. Cover.
10. Other events and clashes.
11. Declaration.

Failure to complete this form in sufficient detail could delay approval being given.

- B. Send details to parents: (letter approved by Principal).

- details of proposed visit as above
- insurance cover
- process of selection in case of over subscription
- consent form to be completed by parent (VCB3)
- pupil details request – emergency contact, health problems, diet details
- guidelines of behaviour (VCB4)
- payment details – dates when deposits and further payment is due. Cheques should be made payable to Victoria College Belfast and lodged with the Bursar.

- C. Send further details to parents as necessary:
- details of departure times
 - clothing requirements
 - arrangements relating to pocket money
 - emergency contact number
 - information relevant to specific trip etc.
 - information relating to passports and E111 forms (reciprocal medical treatments). A photocopy must be kept of all these details.
- D. Any changes should be communicated promptly in writing to the Principal and to parents.
- E.. A group meeting with parents, where appropriate, should be held before the departure date, to give out any further information and to clarify acceptable behaviour etc. The Principal should be invited to this meeting.
- F. Submit any cover requirements to the Vice Principal at least one month before departure.
- G. For organisation of outdoor activities, see separate information re Duke of Edinburgh's Award PSNI Ramble etc.

During the Visit

1. Copies of the School Visit Consent Form should be taken by the teacher in charge on the visit and copies should also be left with the Principal.

2. Staff - Pupil Ratios:

Please see General Guidelines Booklet.

The nature of the group activity must be taken into account when deciding on the specific staff-pupil ratio. Information on this can be obtained from the BELB Outdoor Education Policy statement. No journey/visit should be undertaken with less than 2 supervisory adults at least one of whom must be a teacher.

For school visits abroad there should be a minimum of 3 supervisory adults.

3. Accident or injury - please see VCB5 and VCB6.

The school, and where appropriate the parents, should be informed at the earliest possible opportunity of any accident or injury. An accident/injury form should be completed and submitted to the Principal.

4. Travel arrangements which fall outside the given itinerary must be requested in writing by the parent or guardian. Approval will be at the discretion of the Principal.

On Return

1. The Principal or the Vice Principal should be informed of the safe return of the group.
2. Outstanding receipts and invoices should be submitted to the Bursar.
3. A report should be prepared immediately on return for the school magazine where appropriate.

RESIDENTIAL VISITS - GENERAL GUIDE LINES

A good rule of thumb ratio is 1 teacher for every 10 pupils. Issues for the group leader to consider include the following:

the group should ideally have adjoining rooms with teachers' quarters next to the pupils' - the leader should obtain a floor plan of the rooms reserved for the group's use in advance;

there must be at least one teacher from each sex for mixed groups;

there must be separate male and female sleeping/bathroom facilities for pupils and adults;

the immediate accommodation area should be exclusively for the group's use;

ensure there is appropriate and safe heating and ventilation;

ensure that the whole group are aware of the lay-out of the accommodation, its fire precautions/exits (are instructions in English or otherwise clear?), its regulations and routine, and that everyone can identify key personnel;

security arrangements - where the reception is not staffed 24 hours a day, security arrangements should be in force to stop unauthorised visitors;

the manager of the accommodation should be asked for assurances that the staff, including temporary workers, have been checked as suitable for work with young people;

locks on doors should work in the group's rooms but appropriate access should be available to teachers at all times;

there should be drying facilities;

there should be adequate space for storing clothes, luggage, equipment etc, and for the safe keeping of valuables;

adequate lighting - it is advisable to bring a torch;

there should be provision for pupils with special needs and those who fall sick;

balconies should be stable, windows secure, and electrical connections safe;

where possible pupils should not be lodged in ground floor rooms;

the fire alarm must be audible throughout the accommodation;

there should be recreational accommodation/facilities for the group;

the hotel/hostel should be able to meet any particular cultural or religious needs of the group;

there should be an appropriate number of group supervisors on standby duty during the night.

Before booking a hostel/hotel abroad, the group leader should confirm it has fire exits and lifts with inner doors and that it meets local regulations. After arrival at any accommodation it is advisable to carry out a fire drill as soon as possible.

VISITS ABROAD

1. Using a Tour Operator

Before using a tour operator, group leaders should ensure it is reputable. Ascertaining this should form part of the risk assessment. The Civil Aviation Authority licenses travel organisers and tour operators selling air seats or packages with an air transport element (Air Travel Organisers License or ATOL). The license is a legal requirement and provides security against a license holder going out of business.

A travel agent does not need to be an ATOL holder if acting only as an agent of an ATOL holder. But if so the group leader must check whether or not the whole package being supplied is covered by the ATOL. If it is not, the organiser must show evidence of other forms of security to provide for the refund of advance payments and the costs of repatriation in the event of insolvency.

There are seven bonding bodies approved by the School of Trade and Industry:

Association of British Travel Agents (ABTA)

Federation of Tour Operators (FTOT)

Association of Independent Tour Operators Trust (AITOT)

Passenger Shipping Association (PSA)

The Confederation of Passenger Transport (CPT)

Yacht Charter Association (YCA)

The Association of Bonded Travel Organisers Trust (ABTOT)

2. Sources of further advice for school travel abroad

The School of Trade and Industry - for the regulations governing tour operators;

The Schools and Group Travel Association (SAGTA) is an independent association with a members' code of good conduct and safety rules. All its members are in ABTA;

Alternatively, there are voluntary bodies established to promote school journeys, such as the School Journey Association;

Head teachers or group leaders who decide to arrange travel independently may also seek the advice and help of the Foreign and Commonwealth Office's (FCO) Travel Advice Unit. The Unit's purpose is to help intending travelers to avoid trouble abroad. It can provide information on threats to personal safety arising from political unrest, lawlessness, violence etc.

3. Planning and preparation

It is good practice that an exploratory visit to the location should always be made. If this is not possible, the group leader should gather as much information as possible on the area to be visited/facilities from:

the provider;

the Foreign and Commonwealth Office's Travel Advice Unit;

other schools who have used the facilities/been to the area;

the local authority/schools in the area to be visited;

national travel offices in the UK;

embassies/consulates;

travel agents/tour operators.

4. Staffing the visits

Staffing ratios for visits abroad are difficult to prescribe as they will vary according to the activity, the pupils' age, location, and the efficient use of resources. A minimum ratio of 1 adult to 10 pupils is a general rule of thumb but at least two of the adults should be teachers. There should be enough adults in the group to cover an emergency.

5. Preparing pupils for visits abroad

Factors to consider for visits abroad include:

language - particularly common phrases;

culture e.g. body language, rules and regulations of behaviour, dress codes, local customs, attitudes to gender etc;

drugs, alcohol - usage;

food and drink - group members should be warned of the dangers of drinking tap water in certain countries. In some countries it is safer to drink bottled water, and care needs to be taken with raw vegetables, salads and unpeeled fruit, raw shellfish, underdone meat or fish;

money - how to carry money and valuables discreetly e.g. money belts, zip armlets. If larger amounts of money will be needed, it is advisable to take travelers cheques;

how to use phones abroad, money required (a BT contact card allows calls to be charged to the home number).

6. Briefing meeting for parents

It is particularly important that parents are given the opportunity to meet the teachers and others who will be taking the pupils overseas.

7. Vaccinations

The group leader should find out whether vaccination is necessary and ensure that all members of the group have received it in good time. Check whether the country to be visited requires proof of vaccination. The School of Health gives advice on vaccination requirements in their publication, *Health Advice to Travelers Anywhere in the World*.

8. Insurance

The group leader must ensure that the group has comprehensive travel insurance.

9. Foreign legislation

The group leader needs to check relevant legislation, particularly on health and safety e.g. fire regulations.

10. Language abilities

One of the adults with the group should be able to speak and read the language of the visited country. If not, it is strongly recommended that the leader or another adult learns enough of the language to hold a basic conversation and knows what to say in an emergency. It is also advisable that pupils have a basic knowledge of the local language before the visit.

11. Visas/passports

The group leader should ensure that all members of the group have valid passports and visas (if appropriate) in the early stages of planning the trip.

Photocopies of the group's passports should be taken for emergency use. Otherwise there can be problems if someone other than the designated leader has to accompany an injured pupil back to the UK.

12. Nationality

If the group includes pupils whose national or immigration status or entitlement to a British passport is in doubt, it is advisable to make early enquires of the Home Office's Immigration and Nationality Directorate concerning the requirements of the immigration rules and the right of re-entry.

Pupils who are not nationals of any EU member state may need a visa to travel from the UK to another member state. However, they may receive visa exemption if they are members of a school group. Details and forms are available from the Central Bureau for Educational Visits and Exchanges.

Pupils other than EU nationals may require a separate passport and may need to use separate passport control channels from the rest of the group.

13. Care orders and wards of court

If a child is subject to a care order, foster parents will need to ensure that the Social Services School consents to any proposed trip. If a pupil is a ward of court, the head teacher should seek advice from the court in relation to school journeys and activities abroad well in advance.

14. Emergency Medical Facilities

Some of these are available through reciprocal health care arrangements in European Community (EC) countries to EU Nationals. Form E111 from DSS is the certificate of entitlement to free or reduced cost treatment and must be completed by the child's parent. It is available from Post Offices or Free Phone 0800 555777.

It is advisable to take a contingency fund as sometimes treatment must be paid for in advance and money has to be claimed back later.

15. Paperwork

The group leader should ensure that they obtain and take with them:

travel tickets, passports and visas. It is also advisable to carry a separate list of the numbers of any travel documents/passports, and photocopies of all the group's documents in a sealed waterproof bag;

a copy of the contract with the centre/hotel etc, if appropriate;

medical papers e.g. form E111s and significant medical histories;

parental consent forms and permission for group leader to authorise emergency treatment on parental behalf;

the phone numbers and addresses, at home and in school, of the head teacher and of the school contact;

the names of parents and the addresses and telephone numbers at which they can be contacted (home and workplace);

copies of a list of group members and their details;

details of insurance arrangements and the company's telephone number;

the name, address and telephone number of the group's accommodation;

location of local hospital/medical services.

16. Information retained at the school

Full details of the visit should be retained at school while the visit is in progress. This should include:

the itinerary and contact telephone number/address of the group;

a list of group members and their details;

contact names, addresses, telephone numbers of the parents and next of kin;

copies of parental consent forms;

copies of travel documents, insurance documents, medical papers;

a copy of the contract with the centre/hotel etc., if appropriate.

17. During the visit

It is advisable for pupils to carry a note in the relevant foreign language for use if they get lost, asking the reader to re-unite them with the group at the accommodation/meeting point, or to take them to the police station. They should also carry the group leader's name and the duty contact's phone number.

All group members should carry an appropriate amount of foreign currency at all times e.g. money for telephone (or a phone card).

It is important to be able to identify group members readily e.g. uniform, brightly coloured back-pack, cap or item of clothing, badges. However, no student should display their name clearly on their clothing - this could result in their being isolated from the group by an apparently friendly, personal call.

18. Emergencies

Group Leader

The group leader must ensure that all members of the group know what action to take if there is a problem.

The group leader and supervisors should know where the nearest British Embassy or Consulate is located and the telephone number. Depending on the age of the pupils, it may be appropriate to ensure that they have this information to hand.

Group leaders need to be aware that some diseases are more prevalent in some countries than in others and should know what action to take should a member of the group become infected.

Many of the health problems of pupils on longer visits are caused by lack of food, of liquid or of sleep.

The group leader should take this into account at the planning stage and take measures to prevent these risks. If appropriate, parents should be asked to provide suitably factored sun protection creams and sun hats/glasses. Group members should be advised about the dangers of over-exertion in the heat and of dehydration, which can cause headache, dizziness and nausea. In warm climates it is important to keep fluid levels high, take extra salt and wear loose, lightweight clothing - preferably made of cotton or other natural fibres.

Emergency Procedures

General

Teachers in charge of pupils during a visit have a duty of care to make sure that the pupils are safe and healthy. They also have a common law duty to act as a reasonably prudent parent would. Teachers should not hesitate to act in an emergency and to take life-saving action in an extreme situation.

Emergency procedures are an essential part of planning a school visit.

If an accident happens, the priorities are to:

assess the situation;

safeguard the uninjured members of the group;

attend to the casualty;

inform the emergency services and everyone who needs to know of the incident.

Who will take charge in an emergency?

The group leader would usually take charge in an emergency and would need to ensure that emergency procedures are in place and that back up cover is arranged. The group leader should liaise with the representative of the tour operator if one is being used.

Pre-arranged school home contact. The school contact's main responsibility is to link the group with the school, the parents and to provide assistance as necessary. The named person should have all the necessary information about the visit.

Emergency procedures framework

All those involved in the school trip, including supervisors, pupils and their parents, should be informed of who will take charge in an emergency, the named back up cover and what they are expected to do in an emergency.

Emergency procedures framework during the visit

If an emergency occurs on a school visit the main factors to consider include:

establish the nature and extent of the emergency as quickly as possible;

ensure that all the group are safe and looked after;

establish the names of any casualties and get immediate medical attention for them;

ensure that all group members who need to know are aware of the incident and that all group members are following the emergency procedures;

ensure that a teacher accompanies casualties to hospital and that the rest of the group are adequately supervised at all times and kept together;

notify the police if necessary;

notify the British Embassy/Consulate if an emergency occurs abroad;

inform the school contact. The school contact number should be accessible at all times during the visit;

details of the incident to pass on to the school should include: nature, date and time of incident; location of incident; names of casualties and details of their injuries; names of others involved so that parents can be reassured; action taken so far; action yet to be take (and by whom);

notify insurers, especially if medical assistance is required (this may be done by the school contact);

notify the provider/tour operator (this may be done by the school contact);

ascertain telephone numbers of future calls. Mobile phones, though useful, are subject to technical difficulties, and should not replace usual communication procedures;

write down accurately and as soon as possible all relevant facts and witness details and preserve any vital evidence;

keep a written account of all events, times and contacts after the incident;

complete an accident report form as soon as possible;

no-one in the group should speak to the media. Names of those involved in the incident should not be given to the media as this could cause distress to their families. Media enquiries should be referred to a designated media contact.

no-one in the group should discuss legal liability with other parties.

Emergency procedures framework for school base

Prior to the visit, the name and school and home telephone numbers of a school contact should be identified. It is advisable to arrange a second school contact as a reserve. Head teachers and group leader should bear in mind that the contact lines may become busy in the event of an incident and that alternative numbers to ring would be useful.

The main factors for the school contact to consider include:

ensuring that the group leader is in control of the emergency and establishing if any assistance is required from the school base;

contacting parents. Details of parents' contact numbers need to be available at all times while the group is on the visit. The school contact should act as a link between the group and parents. Parents should be kept as well informed as possible at all stages of the emergency;

liaison with media contact. If a serious incident occurs, the school contact should liaise with the designated media contact as soon as possible;

the reporting of the incident using appropriate forms, if necessary.

Media contact

The media contact should liaise with the school contact, the group leader and, where appropriate, the emergency services. In the event of an emergency all media enquiries should be referred to the media contact. The name of any casualty should not be given to the media.

After a serious incident

It is not always possible to assess whether group members not injured or directly involved in the incident have been traumatised or whether other pupils or staff in the school have been affected. In some cases, reactions do not surface immediately.

Fatality

Should death occur whilst on a school trip the following procedures are suggested.

1. Designated teacher is to take control.
2. Pupils should not be left alone.
3. Principal must be informed as soon as possible.
4. News travels fast - pupils should not be allowed to contact home until the Principal has been informed and given the opportunity to speak to the parent(s) of the pupil(s) concerned.
5. Arrangements should be made to allow pupils to phone home - telephone tree possible once the Principal has spoken to the parents of the deceased.
6. The party should return home as soon as possible.
7. Pupils to be kept informed about what is happening.
8. The school party should avoid contact with the media. Pupils must clearly understand that they are not to speak of reporters etc.

19. Contacts at home

It is advisable to have a teacher/contact at home with a valid passport, who could go to the area being visited to provide support to the group in the event of an emergency.

20. Travel by air

Taking a school group on an aircraft requires careful planning and preparation. The airline/travel agent will be able to advise on particular requirements. If the group includes any members with disabilities, it is advisable to check that the airline has a wheelchair service and lifting facility etc, if appropriate. The group leader should resist any attempt by the airline to split the group between different aircraft.

21. Exchange visits

The success of an exchange visit largely depends on good relationships and communications with the partner school.

Individual school exchanges differ from other visits abroad in that pupils will spend most of their time with host families and are, therefore, not always under the direct supervision of school staff. Host families will not be subject to English law.

Pupils must be aware of the ground rules agreed between the group leader and the host family. Many of the considerations which apply to residential and day trips also apply here. In addition, the following should be ensured by the group leader:

a good personal knowledge of the host school and counterpart;

satisfactory 'pairing' arrangements. The partner school should tell the host families of any special, medical or dietary needs of their guests, age, and gender;

matches should be appropriate;

parents, pupils and the host school should be clear about the arrangements for collecting and distribution pupils to families, and for transporting pupils throughout the visit;

the head teacher should retain a list of all the children involved and their family names and addresses;

pupils living with host families should have easy access to their teachers, usually by telephone;

parents should be made aware that their children living with host families will not always be under direct teacher-supervision.

22. Vetting host families

Exchange or home stay visits can be arranged through agencies, in which the agency should have some responsibility for vetting the host families. Group leaders making their own arrangements need to be clear about procedures in the relevant country for vetting the suitability of host families including criminal background checks insofar as these are available.

If the host school or the PSNI does not have appropriate measures in place for carrying out checks to ensure the health, safety and welfare of exchange or home stay pupils, the group leader should seek further assurances and/or reconsider whether the visit should take place.

REQUEST TO ORGANISE A VISIT OR FIELD TRIP

VCB1

This form must be completed at least two weeks in advance of proposed activity.

Bookings should not be arranged prior to approval being granted.

Please include as much detail as possible.

Category of visit: see Appendix A*

(*Circle 1, 2, 3, 4 or 5 as appropriate)

1 2 3 4 5

1. Group Leader: _____ Deputy Leader: _____

2. Destination: _____

3. Date of activity: _____

4. Educational purpose of visit: _____

5. All staff and parents* involved in the visit:

1.	2.	3.
4.	5.	6.

* Have all the parents involved with the trip undergone a police check?

Yes/No

5. Pupils involved - year group - class group - specific pupils, including pupils with Special Needs:

--

6. Pupil/Teacher Ratio:

--

7. Method of transport:

--

8. How is the visit/trip to be financed?

--

9. List the activities involved:

e.g. Pond dipping, shopping, theatre visit
--

10. If an external organisation is involved with the trip have they carried out a risk assessment of the activities? Yes/No
If yes, please attach a copy.

11. In the event of being oversubscribed how will pupils be selected:

12. Comments from Director in charge of staff cover:

13. Is there a clash with any other school event? If so, please specify.

14. Declaration - I have read the current information relating to school trips/visits and am fully aware of the procedures to be followed.

Signed: _____ Date: _____

Please do not make formal arrangements for this event until full authorization has been given.

Comments by Principal:

Signature: _____

CONSENT FORM

NAME _____ FORM _____

I consent to my daughter attending _____

at _____

from _____ until _____

on _____ / _____ / _____

A member of staff will / will not be in attendance.

Photographs may be taken during the course of the trip.

I agree / do not agree that photographs of my child may be taken and used in any school associated publicity. (Please delete as appropriate.)

Staff member _____

Other details _____

Signature of Parent or Guardian _____

CONSENT/MEDICAL RECORD FORM

I consent to my daughter
attending
at from until

Full name of pupil:

Name as appears on Passport

Date of Birth:

Home Address:
.....

Telephone No (with dialing code please):

CHILD PROTECTION/PHOTOGRAPHS

Photographs may be taken during the course of the trip.

I agree / do not agree that photographs of my child may be taken and used in any school associated publicity. (Please delete as appropriate.)

PLEASE LET US KNOW IF YOUR DAUGHTER

1. Has any health problems of which the teacher in charge should be aware
e.g. allergies, asthma, diabetes, epilepsy.

.....
.....
.....

2. Requires any medication and list below what she will be bringing with her on the trip.

.....

3. Has any specific dietary requirements

.....

4. Has any special cultural requirements or lifestyle preferences?
If yes, please give details below.

.....

5. I undertake to inform the group leader as soon as possible of any change in the medical circumstances between the date signed and the commencement of the residential trip.

6. We would appreciate an alternative contact name and details (in case of emergency).

Contact Name:

Relationship to child: (e.g. neighbour, aunt, etc.)

Address:

.....

Tel No: (with dialing code please)

7. Any other comments or information you feel may be useful. This may include any additional information in the event of an emergency.

.....

.....

8. I have read all the information supplied by the school and agree to my daughter participating in all activities described.

9. Withdrawal:

Should the behaviour of my daughter cause concern, jeopardise the reputation of the school, or put herself or anyone within the group at risk, the teacher in charge may at his or her discretion make arrangements for my daughter to be sent home. I accept responsibility for any additional costs incurred.

10. I consent also to the administration, when necessary, during the course of the visit of: -

1. Over the counter drugs to alleviate unforeseen minor ailments e.g. travel sickness, headaches etc.

2. Current medication.

3. Any emergency treatment.

Name

Signature of Parent/Guardian

Date

YOUNG PERSON’S RESPONSIBILITIES

The purpose of the trip is educational.

At all times during the trip, girls will be expected to behave with the interests and well being of the group and the reputation of the school in mind. Should the behaviour of any one or more pupils cause concern, jeopardise the reputation of the school, or put at risk themselves or anyone within the group, then the teacher in charge may at his or her discretion make arrangements for the girl to be sent home. Any additional financial costs incurred will be the responsibility of the parents.

The Group Leader, teachers and other adults involved in the trip are “In Loco Parentis” and have ultimate responsibility for the welfare and supervision of all participants. To this end pupils are reminded of the following responsibilities.

I must ensure that...

- I have a clear idea of traveling times, routes, destinations, venues as stated in the itinerary.
- If accidentally separated from the group, I must contact the emergency number and stay at the original point if possible.
- I may not, at any time, drink or purchase alcohol.
- I may not purchase or smoke tobacco.
- I may not purchase or be involved in the use of illegal substances.
- No one who is not a member of the school party be admitted to the hotel or bedrooms.
- I may not leave the hotel or organised venue without permission.
- I may not travel on a moped, motor scooter, motor bike, pedalo, jet ski or any other unauthorized means of transport.

I agree to the following.....

- To be courteous at all times.
- To be punctual for all meetings.
- To demonstrate a positive interest while taking part in organised visits.
- To dress sensibly
- To carry details of where I am staying
- To ensure documentation and valuables are kept safe on my person
- To take responsibility for only my belongings
- To report to my assigned teacher/adult as required.

PUPIL RESPONSIBILITY

I have read and agree with the responsibilities outlined above.

Signed: (Pupil)

Date:

PARENTAL RESPONSIBILITY

I have read and agree with the responsibilities outlined above and have discussed them with my daughter.

Signed: (Parent)

Date:

ACCIDENT REPORT FORM

VCB5

Name of Group:

Name of young person injured:

Address:
.....
.....

Age:


Date of Accident:

Time of Accident:

Location of Accident:

Detailed description of Accident:
.....
.....
.....
.....
.....

Diagram (if applicable)



Nature of injury/illness:

.....

Any treatment given:

.....

Name and address of witnesses:

.....

.....

Follow up procedures taken: (Name of hospital, doctor, treatment, etc.)

.....

.....

.....

Initials Date and Time

Entry made in accident book

Parents informed

Authority informed (school, college, etc.)

Senior staff at centre informed

Signed: Date

INCIDENT REPORT FORM

VCB6

Date: Time:

Place:

Type of incident, e.g. disturbance, theft, etc.

.....
.....

Staff involved:

.....
.....

Staff on duty:

.....
.....

Names of persons involved in incident:

.....
.....

Detailed description of incident (including times):

.....
.....
.....
.....
.....

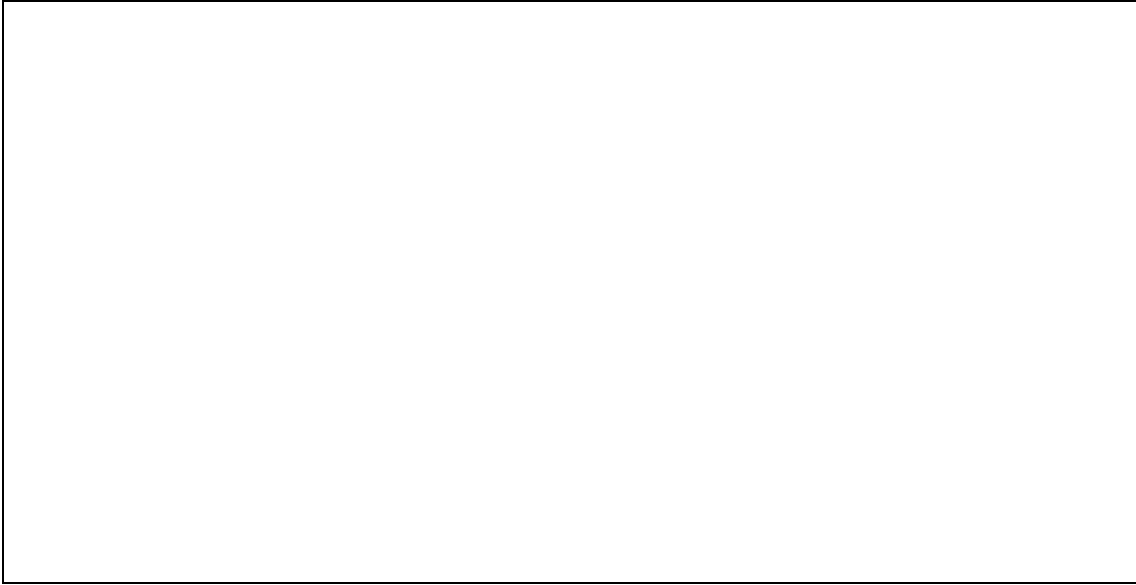
Names and addresses of witnesses:

.....
.....
.....

Weather conditions (if applicable):

.....
.....

Diagram of incident (with measurements, heights, etc.)



Action take over incident (e.g. reporting, forms, etc.) with time, date and to whom it was reported:

.....
.....
.....
.....
.....
.....

Signature:

Date:

A copy of this form, when completed needs to be handed to person in charge of the centre.

INFORMATION PACK

TO BE COMPLETED AND GIVEN TO THE PRINCIPAL 4 WEEKS
BEFORE DEPARTING

LEADER IN CHARGE _____

STAFF ASSISTING ON TRIP _____

NUMBER OF PUPILS _____

AGE RANGE/YEAR GROUP OF PUPILS _____

LOCATION BASE(S) _____

DATE(S) OF TRIP _____

TRAVEL COMPANY USED (INCL. TELEPHONE NO.) _____

CONTACT NOS. (HOTEL AND MOBILE) _____

Please tick to ensure you have completed the following:

- REQUEST TO ORGANISE TRIP (VCB1)
- CONSENT FORMS (VCB2)
- MEDICAL FORMS (VCB3)
- GUIDELINES OF BEHAVIOUR (VCB4)
- PUPILS LIST FOR OFFICE, STAFFROOM AND STAFF ANNOUNCEMENTS
- CONTACT NOS. FOR OFFICE
- CANTEEN INFORMED
- PARENTS INFORMED - LETTER/MEETING AND INFORMATION PACK RECEIVED
- PERMISSION FOR PUPILS TO MISS CLASSES
- INFORMATION CARD FOR PUPILS COMPLETED

DECLARATION:

I DECLARE THAT I HAVE COMPLETED A RISK ASSESSMENT OF THE SCHOOL TRIP AND I HAVE
COMPLIED WITH THE CONDITIONS OF THE SCHOOL'S TRIP POLICY.

TEACHER IN CHARGE: _____

PERMISSION (PRINCIPAL): _____

c.c. to PRINCIPAL, OFFICE AND MEMBER OF SENIOR STAFF

CHECKLIST FOR INFORMATION PACK

TO BE GIVEN TO PARENTS AND THE PRINCIPAL

1. ITINERARY DETAILS
2. CONTACT NUMBERS PAGE, TO INCLUDE ADDRESSES, TELEPHONE NUMBERS AND A COPY OF THE HOTEL LEAFLET IF POSSIBLE.
3. ADVICE ON
 - WHAT THE PUPILS NEED E.G.
 - ⇒ MONEY
 - ⇒ CLOTHES
 - ⇒ FOOD
 - ⇒ MEDICAL SUPPLIES/ADVICE
 - SAFETY
 - ⇒ STAFF RATIO
 - ⇒ TRANSPORT AND TRAVELLING
 - ⇒ SIGHTSEEING AND SHOPPING
 - ⇒ HOTEL
 - ⇒ OTHER ACTIVITIES
 - ANY OTHER RELEVANT DETAILS OR HELPFUL HINTS
4. TRIP EVALUATION FOR PUPILS

TRIP EVALUATION

TO BE COMPLETED BY PUPILS

TRIP EVALUATION HAS 2 PURPOSES

- TO HELP PRODUCE RELEVANT INFORMATION FOR FUTURE TRIPS
- APPRECIATION OF VALUE OF THE TRIP

PLEASE COMMENT BRIEFLY AND HONESTLY ON THE FOLLOWING:

	COMMENT
1. PRE-VISIT ORGANISATION	
2. TRAVEL ARRANGEMENTS	
3. HOTEL AND FOOD	
4. ACTIVITIES -EDUCATIONAL AND LEISURE A) DID THE EVENTS OF YOUR TRIP CONNECT WITH YOUR STUDIES IN SCHOOL? DID IT HELP YOUR UNDERSTANDING OF THEM?	
B) WERE THE ACTIVITIES WELL PLANNED, WORTHWHILE, SUITABLE, TOO MANY, TOO FEW? WHAT ELSE WOULD YOU LIKE TO HAVE VISITED? OR DONE?	

C) HIGHLIGHTS OF THE TRIP	
D) LOWLIGHTS OF THE TRIP	
5. CULTURAL - WHAT WERE YOUR IMPRESSIONS OF THE COUNTRY, CITY, TOWN, PEOPLE, LIFESTYLE?	
6. SOCIAL - WHAT DID THE TRIP TEACH YOU - SOMETHING WORHTWHILE OR WAS IT A PURELY RECREATIONAL ACTIVITY?	
7. ANY OTHER COMMENTS	

SIGNED: _____

SCHOOL VISITS

APPENDIX F

GENERAL

GUIDELINES

SCHOOL VISITS/TRIPS GENERAL GUIDELINES

THE ENCLOSED BOOKLET CONTAINS INFORMATION ON THE FOLLOWING TOPICS:

Point	1	Ratios
	2	Parents/Volunteers
	3	Vetting
	4	Supervisors Responsibilities
	5	Head Counts
	6	Remote Supervision
	7	Participation
	8	Information to Pupils
	9	Preparing Pupils for Remote Supervision
	10	Pupils with Special Educational Needs
	11	Pupils with Medical Needs
	12	Medical Consent
	13	Pupils' Contact with Parents
	14	Supervision on Transport
	15	Hiring Coaches and Buses
	16	Licences and Permits
	17	Private Cars
	18	The Minibus Driver
	19	Insurance
	20	Cancellations
	21	Transport
	22	Remote Supervision
	23	Coastal Visits
	24	Group Safety at Water Margins
	25	Swimming Pools
	26	Farm Visits
	27	Field Studies
	28	Emergency Procedures
	29	Pupil Fatality
	30	Pupil Illness
	31	Staff Fatality/Illness
	32	Over Subscription
	33	Other Circumstances Relating to Participation

SUPERVISION

1. Ratios

It is important to have a high enough ratio of adult supervisors to pupils for any visit. The factors to take into consideration include:

age and ability of group;

pupils with special educational or medical needs;

nature of activities;

experience of adults in off-site supervision;

duration and nature of the journey;

type of any accommodation;

competence of staff, both on general and on specific activities;

requirements of the organisation/location to be visited;

competence and behaviour of pupils;

first aid cover.

Staffing ratios for visits are difficult to prescribe as they will vary according to the activity, age, group, location and the efficient use of resources. However, a general guide for visits to local historical sites and museums or for local walks, in normal circumstances, might be:

1 adult for every 6 pupils in school years 2 to 4.

1 adult for every 10 - 15 pupils in school years 5 to 7.

1 adult for every 15 - 20 pupils in school years 8 onwards.

The above are examples only. Group leaders should assess the risks and consider an appropriate safe supervision level for their particular group. There should be a minimum of one teacher in charge.

In addition to the teacher in charge there should be enough supervisors to cope effectively with an emergency. When visits are to remote areas or involve hazardous activities, the risks may be greater and supervision levels should be set accordingly. The same consideration should be given to visits abroad or residential visits.

2. Parents/Volunteers

Where there is more than one teacher/supervisor a group leader should be appointed who has authority over the whole group. If more than one school is involved an overall group leader should be identified, usually the person with the most experience in leading such visits.

Where a high adult: pupil ratio is required, it is not always feasible to use school staff alone. Parents/volunteers may be used to supplement the supervision ratio. They should be carefully selected and ideally they should be well known to the school and the pupil group. Anyone who has not had a criminal conviction check should never be left in sole charge of pupils.

3. Vetting suitability

The group leader needs to be clear about procedures for vetting volunteers who wish to be supervisors or drivers, in particular for residential visits. The suitability of potential supervisors should be assessed by the group leader and the head teacher at an early stage of the planning process. Where there is any doubt about suitability further investigations should be made and if any doubt remains the adult should not be allowed to help supervise the visit. Similar considerations should be made for adults who have no supervisory role but who wish to take part in the visit.

For the protection of both adults and pupils, all adult supervisors should ensure that they are not alone with a pupil wherever possible.

4. Supervisors' responsibilities

All adult supervisors, including teachers and parent/volunteer helpers, must, understand their roles and responsibilities at all times. It may be helpful to put this in writing. In particular, all supervisors should be aware of any pupils who may require closer supervision, such as those with special needs or those likely to cause trouble. Teachers retain responsibility for the group at all times.

5. Head counts

Whatever the length and nature of the visit, regular head counting of pupils should take place, particularly before leaving any venue. All supervisors should carry a list of all pupils and adults involved in the visit at all times. The group leader should establish rendezvous points and tell pupils what to do if they become separated from the group.

6. Remote supervision

The aim of visits for older pupils may be to encourage independence and investigative skills, and some of the time on visits such as trips abroad and fieldwork may be unsupervised. The group leader should establish during the planning stage of the visit whether the pupils are competent in remote supervision and should ensure parents have agreed this part of the visit. The group leader remains responsible for pupils even when not in direct contact with them.

Parents should be told, before the visit, whether any form of remote supervision will take place.

7. Participation

Pupils whose behaviour is such that the group leader is concerned for their safety, or for that of others, should be withdrawn from the activity. On residential visits the group leader should consider whether such pupils should be sent home early. Parents and pupils should be told in advance of the visit about the procedures for dealing with misbehaviour, how a pupil will be returned home safely and who will meet the cost.

8. Information to Pupils

For residential visits all group members should carry the address and telephone number of the accommodation in case an individual becomes separated. This applies to exchange visits when pupils will also need to know about any ground rules agreed between the group leader and host family.

9. Preparing pupils for remote supervision

During any time that remote supervision takes place the group leader must ensure that pupils are aware of the ground rules and are adequately equipped to be on their own in a group. The size of each group should also be considered. As a minimum pupils should have the following:

telephone numbers and emergency contacts if lost;

money;

maps and plans and any other information for them to act effectively;

location of local telephones and the appropriate coins;

a knowledge of out of bounds areas or activities;

identity cards and a rendezvous point.

It is important that pupils are told not to go off on their own, are given clear instructions about permitted remote supervised activities and understand and accept the ground rules.

10. Pupils with special educational and medical needs

Head teachers should make every effort to include pupils with special educational or medical needs in school visits, whilst maintaining the safety of everyone in the group. Special attention should be given to appropriate supervision ratios and additional safety measures may need to be addressed at the planning stage.

11. Pupils with medical needs

Additional safety measures to those already in place in the school may be necessary to support pupils with medical needs during visits. Arrangements for taking medication and ensuring sufficient supplies for residential visits may be required.

12. Medical consent

This should form part of the parental consent form. Parents should be asked to agree to the pupil's receiving emergency treatment, including anaesthetic or blood transfusion, as considered necessary by the medical authorities. If parents do not agree to this, head teachers may decide to withdraw the child from the visit - given the additional responsibility this would entail for the group leader.

Doctors can be expected to carry out necessary emergency treatment without parental consent but it is possible that a surgeon in another country might be reluctant to operate on a pupil unless assured that the group leader had parental authorisation to agree to such treatment. It is sensible to include a translation of the medical consent, as signed by the parent, in the relevant foreign language.

13. Pupils' contact with parents

Group leaders should arrange for parents to be told by the school of the group's safe arrival. One way of doing this is by a 'telephone tree' whereby one parent contacts an agreed group of parents who then contact a further group. But pupils may wish to speak to their parents individually. Such arrangements should be agreed with parents and pupils before the visit takes place. Parents concerned after a phone call should contact the school contact.

14. Supervision on transport

The level of supervision necessary should be considered as part of the risk assessment for the journey. The group leader is responsible for the party at all times including maintaining good discipline.

The driver should not normally be responsible for supervision. Driver supervision may be sufficient if a small number of older children are being taken on a short journey. All group members should be made aware of the position of the emergency door and first-aid and anti-fire equipment on transport. The group leader should also be aware of alternative routes or means of travel in the event of delay or cancellation.

Factors that the group leader should consider when planning supervision on transport include:

level of supervision that will be necessary on double decker buses/coaches - one supervisor on each deck should be appropriate in normal circumstances;

safety when crossing roads as part of the journey - the group leader should ensure that pupils know how to observe the safety rules set out in the Highway Code and the Green Cross Code. Pedestrian crossings and traffic lights or footbridges should be used to cross roads, whenever possible;

safety on buses, trains, ferries and boats - the group leader should make clear to pupils how much or little freedom they have to 'roam'. Misbehaviour is a main cause of accidents to children on such means of transport. Appropriate supervision and discipline should be maintained at all times. Pupils should also be made aware of what to do in an emergency and where emergency procedures are displayed;

booking transport - the group leader should arrange for seats to be reserved well in advance to ensure that the party can travel together;

safety of pupils whilst waiting at pick-up and drop-off points and when getting on or off transport, particularly when using UK vehicles abroad. Pupils should be made aware of safety rules and expected standards of behaviour;

safety while on stops or rests during the journey - group leaders should plan with the driver sufficient stops as suitable areas to ensure the safety of all group members including the driver. Drivers of buses and coaches must comply with legislation covering maximum periods of driving and minimum rest periods;

safety of the group in the event of an accident or breakdown - the group should remain under the direct supervision of the group leader or other teachers wherever possible;

head counts, by the group leader or another delegated teacher or supervisor, should always be carried out when the group is getting off or onto transport;

responsibility for checking that seat belts are fastened;

consider whether a visible and easily recognisable article of clothing should be worn in common by pupils;

pupils should be made aware that they are not allowed access to the driving area at any time;

group members should be made aware that travel sickness tablets should only be administered to a pupil with previous authorisation from the parents.

15. Hiring coaches and buses

The group leader is responsible for ensuring that coaches and buses are hired from a reputable company. Professional operators of buses and coaches are legally required to be licensed. Schools using operators to transport pupils should ensure that the operators have the appropriate public service vehicle (PSV) operators' license. When booking transport, the group leader should ensure that seat belts are available for pupils.

16. Licenses and permits

Drivers of a vehicle must ensure that they have the correct entitlement on their license.

17. Private cars

Teachers and others who drive pupils in their own car must ensure their passengers' safety, that the vehicle is roadworthy, and that they have appropriate license and insurance cover for carrying the pupils. Volunteers should be carefully vetted by the school before they are permitted to drive pupils in their car. If necessary, assurances should be requested by the head teacher.

The driver is responsible for making sure that pupils have a seat belt and use it at all times. Vehicles without seat belts should not be used.

Head teachers or group leaders who wish to use parents, volunteers or other pupils to help transport pupils in their own cars, must ensure that they are aware of their legal responsibility for the safety of the pupils in their care. Parents' agreement should be sought (on the consent form) for their children to be carried in other parents' cars. It is advisable that parents driving pupils are not put in a position where they are alone with a pupil. The group leader should arrange a central dropping point for all pupils rather than individual home drops.

18. The minibus driver must

not drive when taking medication or undergoing treatment that might affect their ability or judgement;

know what to do in an emergency;

know how to use fire fighting and first-aid equipment;

avoid driving for long periods and ensure that rests are taken when needed;

clarify and comply with transport regulations and the requirements of the vehicle's insurance cover;

take into consideration the effects of teaching and the working day.

19. Insurance

General

The group leader must ensure, well before the group departs, that adequate insurance arrangements are in place.

Insurance cover for visits

Insurance policies are legal documents. They will impose conditions, limit the cover, and exclude certain people or activities. Insurance companies/travel firms can advise on particular types of insurance. However, the following are examples of cover which may be appropriate to many types of school visits:

employer's liability;

public liability;

personal accident cover for teachers, other adults, and pupils;

costs of medical treatment;

specialised risk activities (often excluded from standard policies) and the costs of evacuation for medical reasons when abroad;

damage to or loss of hired equipment (check the wording of the hire agreement);

programmed and non-programmed activities;

transport and accommodation expenses in case of emergency;

compensation against cancellation or delay;

compensation for loss of baggage and personal effects including money;

legal assistance in the recovery of claims; and

failure or bankruptcy of the centre or travel company.

Additional arrangements may be necessary to obtain insurance cover for activities abroad and activities of a potentially hazardous nature. The group leader should scrutinise carefully the list of exclusions in the policy. If there is any doubt about the cover the insurer should be asked for clarification.

The group leader should ascertain the details of the insurance held by the tour operator.

Additional cover may be necessary for participants with medical conditions. The group leader should check this with the insurance company before departure.

20. Cancellations

Some parents may cancel their child's place in the visit. The group leader should forward any cancellations to the insurer/operator as soon as possible, in writing, if a replacement is not available. Delay in notification may incur cancellation charges.

21. Transport

When hiring coaches etc the group leader should check that the company used has appropriate insurance.

Use of school/private vehicles: the group leader should check that the insurance policy for the school minibus is appropriate to the journey. Taking the school minibus abroad may require extra insurance.

The group leader should check that the teacher driving the school minibus abroad is appropriately insured and that their driving license is valid for the countries to be visited or passed through en route.

Teachers, other adults or pupils using their own cars to carry pupils on school visits should ensure that their vehicle is properly licensed and that the insurance covers its use on school business.

22. Remote supervision during adventurous activities

Some adventurous activities - such as those under the Duke of Edinburgh Awards - require pupils to work in small groups without direct supervision. Particular attention needs to be given to the information provided to pupils before supervision can be withdrawn.

The training given to pupils must be sound and thorough and should be assessed separately. The instructor should have the appropriate qualifications or experience to provide training in the activity. The group leader should be satisfied that the pupils have acquired the necessary skills and have the necessary experience, confidence, physical ability and judgement to be left without direct supervision.

The withdrawal of direct supervision should be a gradual four stage process:

- accompanying the group;
- shadowing the group;
- checking regularly at agreed locations;
- checking occasionally at agreed locations.

Pupils should be familiar with all equipment used or taken without direct supervision and, in addition to training, an initial element of adult supervision in the use of equipment may be required. The condition and suitability of any equipment, particularly safety equipment, taken or used during these activities should be assessed separately.

23. Coastal visits

Group leaders and other teachers should be aware that many of the incidents affecting pupils have occurred by or in the sea. The group leader should bear the following points in mind when assessing the risks of a coastal activity:

tides, rip tides and sandbanks are potential hazards; timings and exit routes should be checked;

ensure group members are aware of warning signs and flags;

establish a base on the beach to which members of the group may return if separated;

look out for hazards such as glass, barbed wire and sewage outflows etc;

some of a group's time on a beach may be recreational. Group leaders should consider which areas of the terrain and sea are out of bounds;

cliff tops can be highly dangerous for school groups even during daylight. The group should keep to the path at all times. Group leaders should consider whether it is safe or legal for pupils to ride mountain bikes on coastal paths.

The local coastguard, harbour master, lifeguard or tourist information office can provide information and advice on the nature and location of hazards.

24. Group Safety at Water Margins

Look for the hazards

If you will be working near water, how likely is it that someone will fall in?

If they do, could you get them out by reaching with a towel, a stick, a piece of clothing, or any public safety equipment that is available? Could you wade in to get them without putting yourself in danger? **If not, then you should move to Plan B.** *Remember that sudden and unexpected immersion in cold water has a rapid and dramatic effect on the body's systems and will impair people's ability to reach safety.*

Do you intend your group to get into the water?

First consider whether entering the water is appropriate to the purpose of the visit, and what you expect your group to be doing in the water.

If you do plan to enter the water, your group must be able to get in and out easily. Find some gradually sloping land and check that the bank is not slippery, and that there is no deep mud or vegetation.

You also need to be sure there are no underwater hazards (such as rocks or roots which can trap feet, rusty cans or wire which can cut, or strong currents). The best way to check for hazards is to wade in using a strong stick for support and ensuring you have a colleague to assist you.

TOP TIP ***Remember that fast moving water above knee height is likely to knock people off their feet. Consider whether this is likely at your venue. You may need to move to Plan B.***

Think about what could change

Your surroundings

Are there cliffs above you (could someone knock loose stones down) or below you (how close to the edge are you)? Is there livestock nearby (could it enter your work area)?

The weather

Get a weather forecast before you go and ensure you understand how it might affect your location and planned activity. Heavy or persistent rainfall can alter situations vastly - even when falling elsewhere. River banks will become slippery, and streams and rivers can rise quickly and flow faster. **You may need to move to Plan B.**

Tidal conditions

If you are working near the sea or an estuary, check tidal conditions with the coastguards, so you know when high tide is, how high it will reach, and whether there are any strong local currents. Could your work area be cut-off or submerged by a sudden wave or quick rise in the tide level? **The tide may advance more quickly than your group can retreat.** Also beware steeply shelving shingle beaches, where one step could take someone out of their depth. **Again you may need to move to Plan B.**

TOP TIP ***Ask someone with good local knowledge (perhaps the land or water owner) if there have been any changes to the area, or whether the local environment alters regularly.***

Think about what to wear

In damp, cold weather wearing a few layers of clothing with waterproof trousers and jacket will help to keep your group warm and dry. Wellingtons or other waterproof boots may be a good idea - however remember that wellingtons can fill with water and make it difficult to reach safety. You should also take some spare clothing and towels with you. In warm weather sunscreen, baseball caps and long sleeves will protect your group from burning. Your group should keep footwear on at all times during the visit.

WHAT'S PLAN B?

Plan B is an alternative - not an emergency procedure. You may need to change your plan for any number of reasons. Plan B might mean doing the same activity at a different location, or a different activity altogether. Be prepared to move to Plan B before or even during the activity. **You also need to pre-check your Plan B.**

If you visit a place regularly you might be able to identify *cut-off criteria*. These are signs that circumstances have changed such that you need to move to Plan B. Examples might include the river or tide having risen above a certain point. However, remember that visiting one venue once a year for ten years is ten days' experience - not ten years'.

GROUP CONTROL

Behaviour

Agree the safety rules before the visit and stick to them. If you decided on your pre-visit that it was unsafe to enter the water, then have confidence in your decision and do not be pressured into changing it. If you do enter water, keeping the group on task will help to ensure safety, as incidents are more likely to occur during unstructured activity. The group needs to be aware that pushing, dragging or ducking others into water are unsafe and unacceptable practices.

TOP TIP ***Set physical boundaries beyond which the group should not venture. You might use fixed landscape features such as a wall, or place your own markers.***

HEALTH AND HYGIENE

Water quality is important and can be affected by a number of factors such as rainfall or hot weather. Bacteria may derive from chemicals, sewage, dead animals or other causes. Have a look around for any obvious signs such as cloudiness in the water, or froth on the surface.

Make sure your group wash their hands before eating, and if appropriate shower upon return. If any members of your group fall ill following the visit advise them to tell their GP where they've been and what you were doing.

25. Swimming pools

If considering the use of a swimming pool not used before or monitoring the hazards of a regularly used pool it is advisable to observe and check the following:

is there constant pool supervision by a sufficient number of qualified lifeguards?

where there is no lifeguard the group leader should stay at the poolside at a raised location. In such circumstances, the group leader, or a designated teacher, should have a relevant life saving award and be accompanied by an appropriate number of supervisors;

is the water temperature appropriate?

is the water clear?

are there signs clearly indicating the depth - is there a shallow end and is the water there shallow enough?

does the pool cater for pupils with disabilities?

does the deep end allow for safe diving?

is there a poolside telephone?

is there a resuscitator and are other pieces of first-aid and rescue equipment, and is there someone trained to use them?

is there a changing room for each sex?

does the pool cater for any particular religious or cultural factors?

are the changing and showering facilities safe and hygienic?

can clothes be stored securely?

have the pupils been instructed how to behave in and around the water?

26. Farm visits

Farms can be dangerous even for the people who work on them. Taking children to a farm should be carefully planned. The risks to be assessed should include those arising from the misuse of farm machinery and the hazards associated with *E coli 0157* food poisoning and other infections.

Check that the farm is well-managed; that it has a good reputation for safety standards and animal welfare; and that it maintains good washing facilities and clean grounds and public areas. Consider the merits of an exploratory visit.

There are some basic safety rules. Never let pupils:

place their faces against the animals or put their hands in their own mouths after feeding the animals;

eat until they have washed their hands;

sample any animal food stuffs;

drink from farm taps (other than in designated public facilities);

ride on tractors or other machines;

play in the farm area.

27. Field studies

Field studies associated with a range of subjects including geography, biology and history might take pupils to industrial sites and other urban areas as well as into the countryside and to the coast. The scope of field studies means that the group leaders, who will usually be subject specialists, should also be competent to lead and instruct their pupils within urban and non-urban environments at minimal risk.

28. Emergency procedures

General

Teachers in charge of pupils during a visit have a duty of care to make sure that the pupils are safe and healthy. They also have a common law duty to act as a reasonably prudent parent would. Teachers should not hesitate to act in an emergency and to take life-saving action in an extreme situation.

Emergency procedures are an essential part of planning a school visit.

If an accident happens, the priorities are to:

assess the situation;

safeguard the uninjured members of the group;

attend to the casualty;

inform the emergency services and everyone who needs to know of the incident.

Who will take charge in an emergency?

The group leader would usually take charge in an emergency and would need to ensure that emergency procedures are in place and that back up cover is arranged. The group leader should liaise with the representative of the tour operator if one is being used.

Pre-arranged school home contact. The school contact's main responsibility is to link the group with the school, the parents and to provide assistance as necessary. The named person should have all the necessary information about the visit.

Emergency procedures framework

All those involved in the school trip, including supervisors, pupils and their parents, should be informed of who will take charge in an emergency, the named back up cover and what they are expected to do in an emergency.

Emergency procedures framework during the visit

If an emergency occurs on a school visit the main factors to consider include:

establish the nature and extent of the emergency as quickly as possible;

ensure that all the group are safe and looked after;

establish the names of any casualties and get immediate medical attention for them;

ensure that all group members who need to know are aware of the incident and that all group members are following the emergency procedures;

ensure that a teacher accompanies casualties to hospital and that the rest of the group are adequately supervised at all times and kept together;

notify the police if necessary;

notify the British Embassy/Consulate if an emergency occurs abroad;

inform the school contact. The school contact number should be accessible at all times during the visit;

details of the incident to pass on to the school should include: nature, date and time of incident; location of incident; names of casualties and details of their injuries; names of others involved so that parents can be reassured; action taken so far; action yet to be taken (and by whom);

notify insurers, especially if medical assistance is required (this may be done by the school contact);

notify the provider/tour operator (this may be done by the school contact);

ascertain telephone numbers for future calls. Mobile phones, though useful, are subject to technical difficulties, and should not replace usual communication procedures;

write down accurately and as soon as possible all relevant facts and witness details and preserve any vital evidence;

keep a written account of all events, times and contacts after the incident;

complete an accident report form as soon as possible;

no-one in the group should speak to the media. Names of those involved in the incident should not be given to the media as this could cause distress to their families. Media enquires should be referred to a designated media contact.

no-one in the group should discuss legal liability with other parties.

Emergency procedures framework for school base

Prior to the visit, the name and school and home telephone numbers of a school contact should be identified. It is advisable to arrange a second school contact as a reserve. Head teachers and group leader should bear in mind that the contact lines may become busy in the event of an incident and that alternative numbers to ring would be useful.

The main factors for the school contact to consider include:

ensuring that the group leader is in control of the emergency and establishing if any assistance is required from the school base;

contacting parents. Details of parents' contact numbers need to be available at all times while the group is on the visit. The school contact should act as a link between the group and parents. Parents should be kept as well informed as possible at all stages of the emergency;

liaison with media contact. If a serious incident occurs, the school contact should liaise with the designated media contact as soon as possible;

the reporting of the incident using appropriate forms, if necessary.

Media contact

The media contact should liaise with the school contact, the group leader and, where appropriate, the emergency services. In the event of an emergency all media enquiries should be referred to the media contact. The name of any casualty should not be given to the media.

After a serious incident

It is not always possible to assess whether group members not injured or directly involved in the incident have been traumatised or whether other pupils or staff in the school have been affected. In some cases, reactions do not surface immediately.

29. Pupil fatality

Should death occur whilst on a school trip the following procedures are suggested.

1. Designated teacher is to take control.
2. Pupils should not be left alone.
3. Principal must be informed as soon as possible.
4. News travels fast - pupils should not be allowed to contact home until the Principal has been informed and given the opportunity to speak to the parent(s) of the pupil(s) concerned.
5. Arrangements should be made to allow pupils to phone home - telephone tree possible once the Principal has spoken to the parents of the deceased.
6. The party should return home as soon as possible.
7. Pupils to be kept informed about what is happening.
8. The school party should avoid contact with the media. Pupils must clearly understand that they are not to speak to reporters etc.

30. Pupil illness

In the event of a pupil becoming ill and unable to take part in the activities associated with the trip the following is suggested:

1. Principal informed immediately.
2. News travels fast - pupils must not phone home until the Principal has spoken to the parent(s) of the pupil(s) concerned.
3. The Principal shall liaise with the parent(s) and decide the course of action to be followed regarding the specific pupil(s) continuation or otherwise in the visit.
4. Whether or not the trip should continue will depend on various factors including:
 - i) nature of illness
 - ii) pupil staff ratios - supervision important
 - iii) length of visit remaining.
5. The ultimate decision regarding the continuation of the visits rests with the Principal.

31. Staff illness fatality

Should the situation arise where a teacher dies on a school trip then the fatality procedure mentioned in point 28 is to be followed.

In the event of staff illness with the result that a teacher is unable to take an active part in the visit the following is suggested:

1. Principal to be informed at once.
2. Pupils should be kept up to date on events.
3. Whether or not the trip continues will depend on various factors including:
 - i) the nature of the illness
 - ii) pupil staff ratios
 - iii) the activity associated with the school trip - supervision important
 - iv) the possibility of an additional member of staff joining the group
 - v) length of the visit remaining.

The ultimate decision regarding the continuation of the visit rests with the Principal.

32. Over Subscription

It is the responsibility of the trip organiser to construct a list of criteria to be applied in the event of over subscription or other circumstances. Parents and pupils need to be made aware that this exists.

33. Other Circumstances Relating to Participation

The participation of a pupil on a school trip can be influenced by a number of factors, so prior to pupils being informed that they are allowed to take part, checks should be made with the Head of Year regarding candidates' suitability.