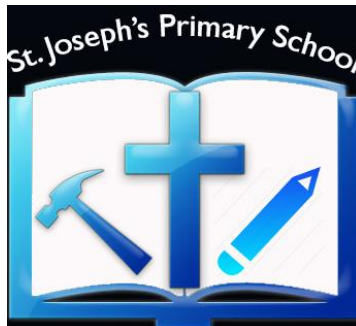


# **St. Joseph's Primary School, Meigh**



## **Educational Visit Policy**

<b>Agreed by Governing Body</b>	<b>October 2018</b>
<b>Review Date</b>	<b>October 2020</b>
<b>Review Schedule</b>	<b>Biennial</b>
<b>Person(s) Responsible</b>	<b>Principal/Safeguarding Team</b>
<b>Signed (Chair of Governing Body)</b>	

## Educational Visit Policy

During the academic year it is important that the young people in our school experience a wide range of learning environments. The following information outlines how we follow the best practice guidelines for educational trips in our school.

The guidelines below are taken from the document '*Educational Visits - Best Practice Guide 2009*'.

### 1. Legal Responsibility

It is our duty as staff members to ensure the safety and welfare of the children are a priority during all educational visits. The following gives a brief outline of the legal requirements we adhere to:

#### **Common Law Duty of Care**

It is ... incumbent upon staff who are supervising young people to act reasonably in all circumstances.

#### **Health and Safety at Work (Criminal Duty)**

The employing authority is legally obliged, to ensure that the health and safety of its employees and young persons in their care is safeguarded while in any way affected by such employer's undertakings.

#### **The Children's (Northern Ireland) Order 1995**

The central thrust of the Order is that the welfare of the young person must be the paramount consideration and it is this essential principle which underpins effective practice in the area of Child Protection.

The basic principles of Child Protection must always be followed during educational visits, especially those with a residential element.

- The young person's welfare must always be paramount and this overrides all other considerations.
- All young people have the fundamental right to be protected from harm.
- Young people have a right to be heard, to be listened to and to be taken seriously.☐
- Careful consideration must be given to young people who have special educational needs and adults should be aware that these children may be especially vulnerable.

## 2. Roles and Responsibilities

The responsibility of educational visits rests with the school organising the visit.

### **School/Principal**

The principal is responsible for granting permission for a visit to take place.

### **Board of Governors**

The Board of Governor's role is to ensure that the best practice guidelines are developed and implemented within the school. To achieve this aim they will:

- Ensure that visits have specific educational objectives;
- Satisfy themselves that risk assessment have been carried out and that appropriate safety measures are in place;
- Ensure that all arrangements comply with the organisation's Child Protection and Health and Safety Policies;
- Ensure that the principal demonstrates how proposals comply with best practice;²
- Assess and approve visit proposals (the principal has, however, been delegated²this responsibility for unexpected trips that occur between the scheduled Board of Governor's meetings);
- Contribute to the establishment of an acceptable code of conduct (see appendices 3,4 and 5).

## **Educational Trips Coordinator**

The Co-ordinator's role is to ensure that the guidelines set out below are followed:

- There is an acceptable code of conduct for leaders and participants (see appendices 3, 4 and 5);
- The visit complies with best practise outlined in this document;
- A competent Group Leader is selected;
- Child protection procedures are adhered to in the planning process, including the vetting of volunteer supervisors;
- All necessary arrangements and preparations have been completed including risk assessment, before the visit begins;
- The Group Leader has taken reasonable steps to familiarise him/herself with the location/centre where the activity will take place;
- Voluntary supervisors on the visit are appropriate people to supervise children;?
- The ratio of leaders to young people is appropriate;
- Proper procedures have been followed in planning the visit;
- The Group Leader has the address and phone number of the venue to be visited and has a contact name;
- A school contact has been nominated and the Group Leader has details;
- The Group Leader, accompanying staff, volunteer supervisors and nominated school/youth organisation contact are aware of the agreed emergency contingency arrangements;
- The Group Leader, leaders and nominated contact have all relevant information on the group members;
- Establish any arrangements which may be required for the early return of an individual participant.

## **Group Leader**

The group leader must ensure that the educational trip has a purpose and that the safety of the group is paramount. The following lists the responsibilities of the group leader:

- Obtain prior agreement and approval before any off-site visit takes place;
- Appoint a deputy, if appropriate, with the consent of the principal;
- Adhere to best practice;
- Undertake and complete the planning and preparation for the visit including the briefing of leaders, group members and parents;
- Take steps to become familiar with the location/establishment where the activity will take place;
- Undertake and complete an appropriate risk assessment;
- Collect relevant information on the young people proposed to participate in the visit to assess and confirm their suitability;
- Ensure the ratio of leaders to young people is appropriate for the needs of the group and the nature of the activity to be undertaken (see section 5);
- 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 (see appendix 3,4 and 5);
- 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 a central contact within the school (Form 6);
- Ensure that accompanying staff and volunteer supervisors and the central contact are aware of the emergency procedures;
- Ensure that the group's leaders have the details of group members' special educational or medical needs, which will be necessary for them to carry out their tasks effectively;
- Consider stopping the visit if the risk to the health or safety of the young people is unacceptable and have in place procedures for such an eventuality;
- Regularly review visits/activities.

### **Accompanying Staff**

Accompanying staff should endeavour to ensure the safety of everyone in the group and act as any reasonable parent would do in the same circumstances. They should also:

- 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 (see appendices 3, 4 and 5);
- 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**

These are adults other than staff members who participate in the visit, in a supervisory capacity.

They should:

- Endeavour to ensure the health and safety of everyone in the group;
- Not be left in sole charge of group members except where it has been previously agreed as part of the risk assessment;
- Follow the instructions of the Group Leader (which may be provided in writing) and other accompanying staff, and help with control and discipline;
- Speak to the Group Leader or accompanying staff if concerned about the health or safety of the young people, at any time during the visit;
- Endeavour to ensure that the established code of conduct, is adhered to at all times.

### **Central Contact Person**

When a group on an educational visit has to deal with an unexpected situation they should do so through the central contact person. Their role will be to contact both the school group and parents and guardians of the participant.

- Retain details of the place to be visited, contact personnel and telephone number,
- and mobile number, if appropriate;
- Retain a copy of the contact details of all the participants' parents/guardians/next of kin;
- Retain a copy of the contact details of the principal;
- Be fully briefed and aware of his/her responsibilities including the action to take in the event of a serious incident.

## **Parents/Guardians**

A parent/ guardian who has parental responsibility can give permission for the young person to attend the educational visit. The overall decision about who participates in a visit, when health and safety has been considered, lies with the principal/group leader organising the trip. Parents should:

- Sign the consent form;
- Provide the Group Leader with an emergency contact number(s) if it is a residential trip;
- Provide the Group Leader with relevant medical/dietary details, including any medication currently being taken in writing (by means of the consent form) and any other relevant
- information (about their child's emotional, psychological and physical health) which may affect their participation in the visit;
- Help prepare their child for the visit, for example, by reinforcing the visit's code of conduct (see appendices 3, 4 and 5);
- Agree the arrangements established for a member of the group returning home due to unforeseen circumstances.

## **Pupils**

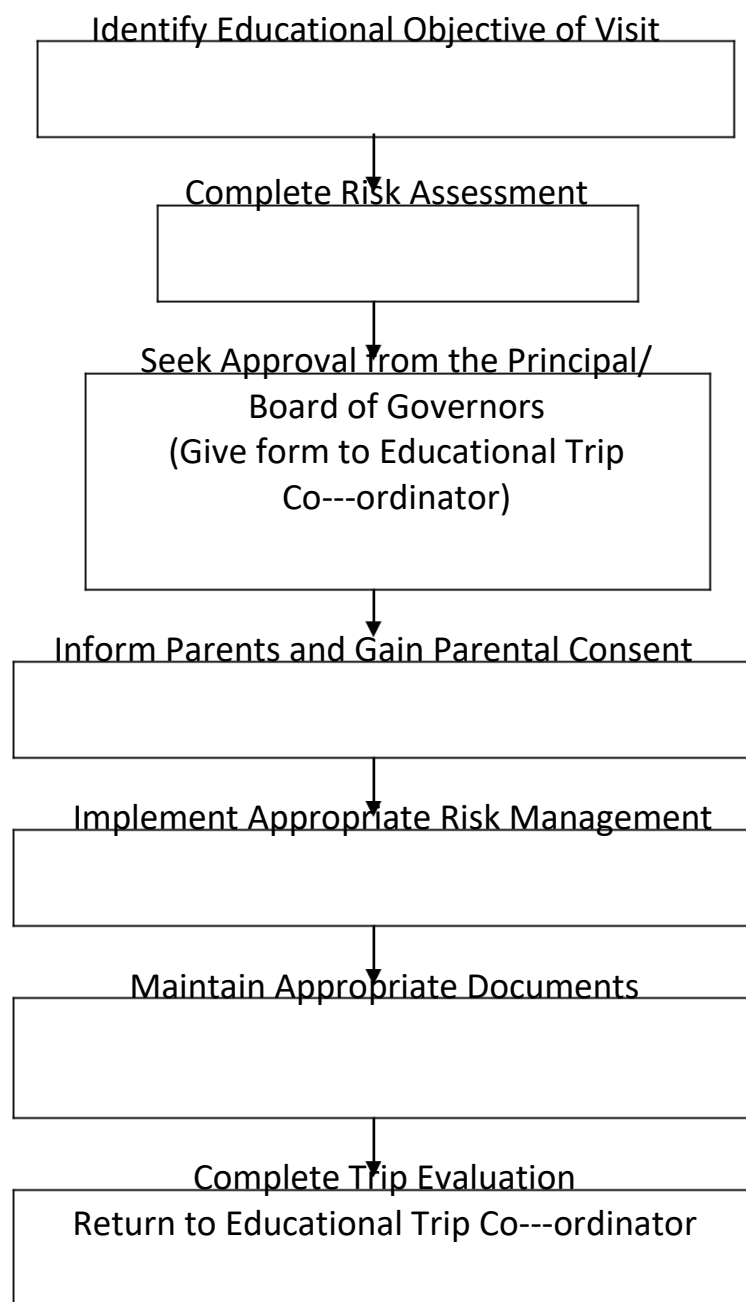
The pupils should always be briefed before an educational visit and their responsibilities should be clearly highlighted by the group leader. These include:

- Act in accordance with the established code of conduct at all times;
- Avoid taking unnecessary risks (see section 8 appendix 6);
- Follow the instructions of the Group Leader, and leaders, including those at the venue of the visit;
- Dress and behave sensibly and responsibly;
- Respect the property of others;
- Be sensitive to local codes, customs and the environment;
- Look out for anything that might hurt or threaten them or anyone in the group and tell a leader of their concerns.

### 3. Educational Trip Procedures

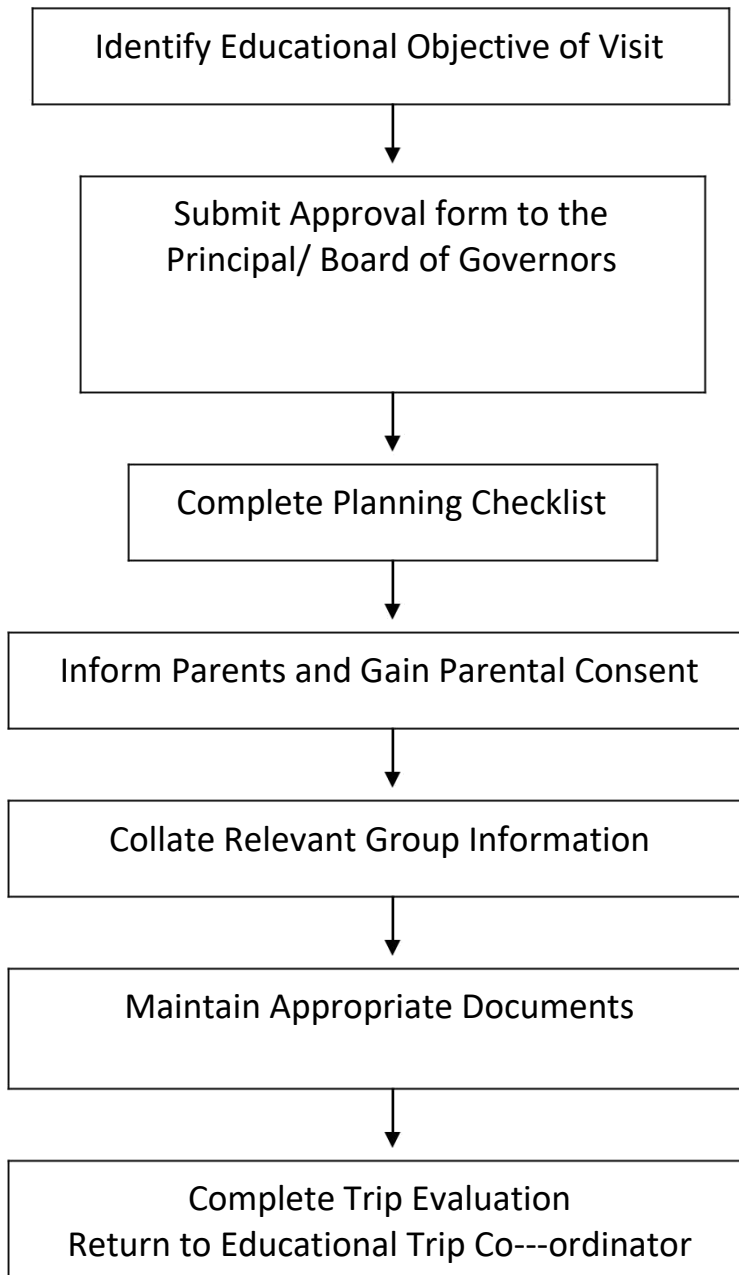
Educational trips are arranged into five separate categories. Each category is outlined in appendix 1).  
Due to the different nature of the categories there are two different procedures to be followed.

#### **Category 1 and Category 2 Educational Visits (one-off day visit/non-hazardous activities)**





**Category 3, Category 4 and Category 5 Educational Visits  
(Residential and Hazardous activities)**



## 4. Risk Management

Educational trips will always carry certain risks. The aim of a risk management is to ensure that these risks are at an acceptable level and have been considered during the planning phase of the visit.

Risk assessment allows the school/group leader to make a reasoned judgement of the risk and put in place measures to reduce risk to an acceptable level. Form 8 must be completed before each educational visit and attached to the trip proposal or approval form.

- If the value for the outcome is 5 then steps must be recorded of how to manage this risk.
- If the trip carries a value over 20 or the risk of an activity is deemed too high then the Board of Governors/Principal may not give permission for the visit/activity to take place.
- If a specific risk is identified and measures put in place to reduce the risk this information must be disseminated to all supervising adults.

## 5. Supervision Ratio

The principal must be satisfied that the ratio of leaders to pupil meets recommended levels, and is appropriate to the educational visit to be undertaken.

Department	Year Groups	Ratio
PRE-SCHOOL	Nursery	1:6
FOUNDATION STAGE	P1 & P2	1:10
KEY STAGE ONE	P3 & P4	1:15
KEYSTAGE TWO	P5 to P7	1:15

Responsibility for participants' supervision cannot be handed over to others, even where an educational visit is to a centre with its own supervisory staff, unless previously agreed with all concerned from the outset.

Under normal circumstances at least one male and one female leader should accompany mixed sex groups, where an overnight stay is involved. Where this is not possible, parents must be made aware and give their consent to the proposed arrangement prior to the visit.

Supervision can be close or remote but it is always for the duration of the visit.

- Close (direct) supervision occurs when the group remains within sight and contact of the supervisor.
- Remote (indirect) supervision is planned and is subject to stringent controls, while the group is not necessarily within direct contact or vision of the leader at all times. Both the leaders and the group will know of each others whereabouts and clear lines of communication including rendezvous points will have been established. Leaders are required to remain in the area, in which the indirect supervised activity takes place, throughout period.

## 6. Transport

It is school management's responsibility to ensure the transport provider meets the legal statutory requirements. They need to consider the following:

- That the operator holds a valid Operator's Licence (this can be checked out by contacting the DOE or looking at their web site);
- The mode of transport is appropriate to the needs of the pupils;
- There is adequate supervision during transit;
- Those involved are insured appropriately guidance on the transport arrangements relevant to the particular group, e.g. age and/or developmental needs.

If transport by car is required school management should ensure that the driver is a member of staff who:

- Has a vehicle that is licensed and insured for the purpose;
- Has consent from the pupils' parents;
- Does not carry more passengers than the number of seat belts available;
- The car has the legal and appropriate safety equipment.

## 7. Emergency Procedures

Before an education trip commences emergency procedures must be established by the Group Leader. These procedures must be communicated to and understood by all members of the party.

The Group Leader should ensure that adequate First Aid provision is available. A list of contents for a First Aid Kit is suggested in Appendix 2.

In the event of a pupil being injured, specialist help must be sought as appropriate and parents informed as soon as possible. Where the accident/injury is serious the principal/ contact person in school should be contacted. They will be responsible for informing parents or guardians if necessary. If it is necessary, due to the seriousness of the circumstances, for the parents to visit the pupil, the principal in conjunction with the governing body should make arrangements for them to do so.

**\*\*A 'lost' procedure should be known in advance by every member of the group including:** - Action to be taken if separated from the group or lost;

- Advice on where assistance may be sought; -

Notifiable personnel and contact details;

- Notification of safe return.

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

## **8. Contingency Planning**

Group leaders must create a contingency plan for each visit/trip. All leaders and supervisors must be aware of the plan and senior staff remaining in school must also be aware and hold a copy of the contingency plan. The contingency plan should be informed by the risk assessment.

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

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

It should be noted that this list is not exhaustive and group leaders should liaise with their School Principal if in any doubt about a situation.

Contingency plans should provide prompts for actions to be taken in the event of an identified situation arising. As part of the planning process group leaders should identify possible situations that could impact on the visit and then create a list of possible actions and contacts to be considered if the identified situation were to arise.

As an example if a member of staff was required to return home during the trip the contingency plan should identify how this would be accommodated and should identify a member of staff who can be released at short notice to join the visit.

Where an incident involving a pupil or group of pupils arises (eg illness, injury, criminal) their parents/guardian must be directly contacted as soon as possible to inform them of the situation. Where possible all efforts should be made to enable the pupil to talk directly with their parents/guardian in a private setting. The contingency plan should identify who will initiate this contact and this person should have immediate access to the emergency contact numbers for all pupils and staff on the trip.

## 8. Briefing

### **Parents**

Parents/Guardians should be informed of all the activities their children will be involved in during the visit. For categories 1 and 2 this will happen on their consent form. Categories 3, 4 and 5 will have a separate letter informing the parents of all the activities. These forms should include:

- Dates and times of the visit;
- Cost of the trip;
- Transport arrangements;
- Supervising arrangements;
- Overview of activities (hazardous activities must be included in this overview).

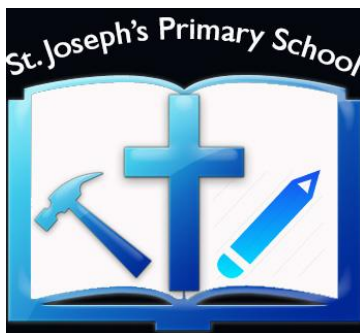
### **Accompanying Staff**

Staff should be informed of the following:

- Educational purpose;
- Make-up of participating group;
- Details of all planned activities (including hazardous activities);
- Expected level of participation in activities;
- Arrangements for supervision (including details of rotas);<sup>2</sup>
- Roles and responsibilities of leaders and pupils;
- An agreed code of conduct;
- Health and Safety rules;
- Procedures e.g. First Aid and money handling etc.

### **Pupils**

Pupils should be briefed about the activities they will be taking part in during the visit. They must also be informed of and discuss the code of conduct and acceptable behaviour on the trip.



## Educational Visits Approval

(Categories 1 & 2)

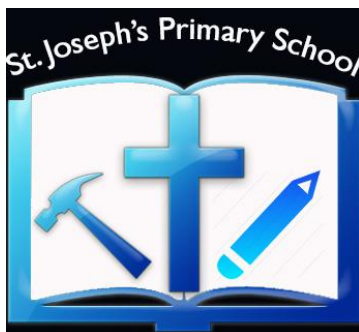
Year: \_\_\_\_\_ Term: \_\_\_\_\_ Dates: \_\_\_\_\_

Educational Objective	Dates (frequency)	Number of Pupils	Year Group	Category
Adults Involved				
Venue				
Transport Details				
Risk Assessment Value				

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

Approved \_\_\_\_\_ / \_\_\_\_\_  
Signed Chairman of Governors Date

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



**Educational Visit Proposal**  
(Categories 3, 4 and 5)

Class/ Group				
Date(s) of visit	From:		To:	
Name of any other school/ youth group involved (if applicable)				
Educational objective of visit				
Place(s) to be visited				

**Key Stage Group (tick)**

Nursery	Foundation Stage	Key Stage 1	Key Stage 2

**Total Number of Children Involved**

St. Joseph's Primary School	Male	Female
Other school/ group named above	Male	Female

**Category and Cost of Visit**

Category (circle)	3	4	5
Risk Assessment Value			
Approximate cost per child			

**Activities to be undertaken**

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**Adults Involved**

Staff & Name	other	Male	Female	Status (Police Check Cleared - tick)
adults involved				
Group Leader				

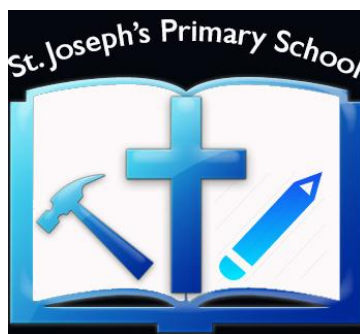
**Transport**

Transport	
Arrangements	
Organising	
Company	
Other comments	
or information	

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

Approved \_\_\_\_\_ / \_\_\_\_\_  
Signed Chairman of Governors Date





### Planning Checklist for Residential Visits

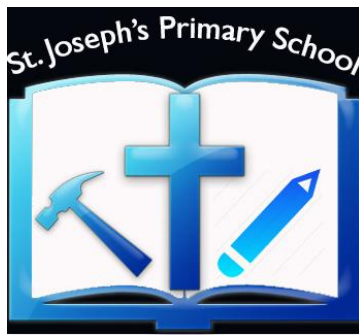
Date of the visit: \_\_\_\_\_

Year Group involved: \_\_\_\_\_

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

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

		Yes	No	N/A
1.	The proposal visit as clear educational objectives			
2.	All relevant information regarding the proposed visit has been presented to management.			
3.	Principal has approved the visit.			
4.	Initial risk assessment has been completed			
	Hazards have been identified			
	Appropriate control measures have been put in place			
	People who may be at risk have been identified			
	Emergency procedures have been agreed and			
6.	Supervising adults have been identified (including group leader)			
	All adults have been police checked.			
7.	Leaders are aware of their roles and responsibilities			
	Leaders are aware of the staff code of conduct			
8.	Pupils and parents/guardians have been informed about the visit.			
9.	Parents/Guardians have given their written consent.			
10.	All relevant information (medical, dietary, contact details etc.) has been obtained.			
11.	Transport has been arranged that is appropriate for the nature of the journey.			
12.	Adequate insurance is in place to cover all aspects of the educational visit.			
13.	The overnight accommodation is appropriate.			
14.	Where outdoor or adventurous activities are involved the group leader and Educational Visits Co-ordinator are satisfied that:			
15.	Appropriate management structures are in place in relation to child protection and health and safety.			
16.	Staff are competent to provide the activities.			
17.	Final approval has been obtained.			



### Residential Visits Consent Form

Date: \_\_\_\_\_ Year Group: \_\_\_\_\_

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

Taking part in the educational visit to \_\_\_\_\_ to be held on \_\_\_\_\_.

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

Please give any details of:

1. Any current medical conditions/ any medication being taken

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

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3. Emergency contact numbers:

Home: .....

Work: .....

Mobile: .....

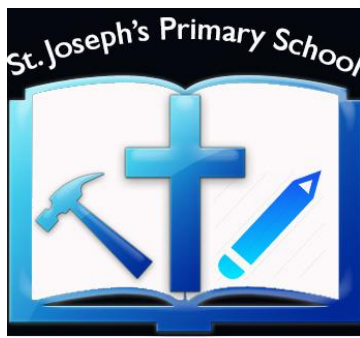
Other: .....

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

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

Signed .....(Parent/Guardian) Date

.....



## Code of Conduct for Pupils

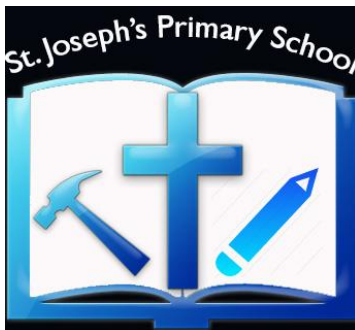
When on an educational visit it is important that you:

- Always think about your own and others' safety.
- If you have a problem or are worried about something, always tell someone whom you trust. This may be your teacher or a supervising adult with your group.
- If you have particular health or dietary needs, tell the supervising adults and/or the organiser.
- Always follow the instructions of your Group Leader and leaders, including those at the venue of the visit.
- If you do get lost or separated from your group follow the procedures agreed for such an occurrence. If totally disorientated and confused go to a public place where you will be seen by lots of people and where you can ask for directions.
- If approached by someone you don't know in a threatening or concerning manner, just walk away.
- If travelling on a public bus or train and someone makes you feel unsafe, tell an adult and if necessary you can move seat.
- Personal travel arrangements should be carefully planned. Ensure you are familiar with whoever is transporting you and never travel alone in vehicles with strangers.
- Ensure that safety rules set out in the Highway Code and Green Cross Code are followed. (<http://www.dft.gov.uk/think/education/early-years-and-primary/parents/7-to-11s/the-green-cross-code/> )
- Be aware of situations which may cause you harm or injury and where necessary inform a responsible adult (e.g. leader) about your concern.
- Appropriate dress code for day/evening activities and night time slumber.
- Impeccable standards of behaviour at all times. You are representing your school, family and community.
- Be sensitive to local codes and customs.
- Think things through carefully before you act and do not take any unnecessary risks.
- Cameras/phones/tablets/ or any other digital device is strictly prohibited.
- Any aggressive physical behaviour, bullying, theft or damage to property/environment will be considered a serious breach of this code and dealt with accordingly.

If you do not follow these rules you will miss out on activities during your trip. If your behaviour is unacceptable your parent/guardian will be contacted and you may be sent home early.

**Signed:**

**Date:**



### Educational Visit Incident Record Form

Name of Group Leader: \_\_\_\_\_

Date, Time and Location of Incident: \_\_\_\_\_

\_\_\_\_\_

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

(a)

(b)

(c)

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

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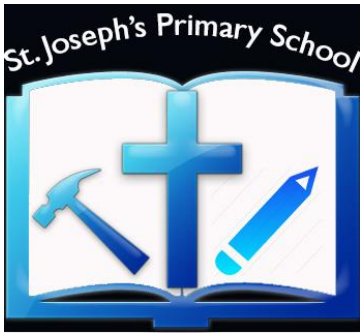
Describe what action was taken (e.g. details of First-Aid, police or medical involvement)

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

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

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### Educational Visits Group Information

Year Group: \_\_\_\_\_

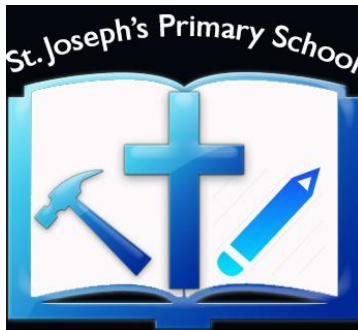
Visit to: \_\_\_\_\_

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

Date/s: \_\_\_\_\_

Child's Name	Date of Birth	Gender	Medical Condition	Special Dietary Needs	Activity Exclusion	Comments

Child's Name	Date of Birth	Gender	Medical Condition	Special Dietary Needs	Activity Exclusion	Comments



### Visit Evaluation

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

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

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

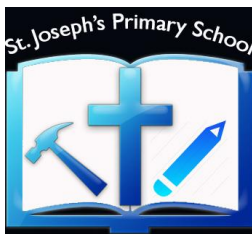
Please comment on the following:

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

Other comments:

Signed: \_\_\_\_\_ (Group Leader) Date: \_\_\_\_\_

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### Educational Visits Risk Assessment

Risk assessment can be undertaken by identifying the hazards and then assessing the risk. Note that a hazard is anything with the potential to cause harm. Risk is the likelihood of harm from the hazard being realised.

Probability of Occurrence	Score	Consequence of Outcome
Highly unlikely to ever occur	1	Slight inconvenience
May occur but very rarely	2	Minor injury requiring first aid
Does occur but only rarely	3	Medical attention required
Occurs from time to time	4	Major injury leading to hospitalisation
Likely to occur often	5	Fatality or serious injury leading to disability

#### Calculation

Probability of Occurrence Value x Consequence of Outcome Value = Risk Assessment Value

X

=

Hazard Identified	People it will Affect	Additional Safety/ Control Measure







## Categories for Educational Visits

### Category 1

Visits which take place on a regular basis.

(Non hazardous) and occur largely within establishment hours For

example: sporting fixtures, swimming pool visits and outings.

### Category 2

One-off day /evening excursions (Non hazardous)

For example: field study trips, theatre visits, business/education visits, regional sporting fixtures

### Category 3

Residential visits of one or more nights within the UK or Ireland. (Non hazardous) For

example: visits to residential centres, field centres, youth and school exchanges

### Category 4

Residential visits outside the UK or Ireland(Non hazardous)

For example: international exchange visits, sporting events, cultural activities and international community work

### Category 5

Hazardous Activities – residential and non-residential

For example:

*Hill walking*

*Fieldwork*

*Cycling/ mountain biking Orienteering*

*Rock climbing/abseiling*

*Caving and potholing*

*Open canoeing*

*Dingy sailing*

*Skiing/ Snowboarding*

*Angling*

*Rafting*

*Bouldering/ Gorge walking*

*Swimming in open water*

*Surfing*

*Rowing*

*Kayaking*

*Windsurfing*

*Sub-aqua*

*Horse riding*

*Waterskiing*

### First Aid Kit Contents

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

20 individually wrapped sterile adhesive dressings

(assorted sizes) appropriate for the environment

2 sterile eye pads, with attachments

6 individually wrapped triangular bandages

6 safety pins

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

2 large sterile individually wrapped, unmedicated wound dressings (approximately 13cm x 9cm) 3 extra

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

sterile water or sterile normal solution in sealed disposable containers for use in situations where

mains tap water is not available. (Each container should hold 300ml and at least 3 containers

should be provided. Once opened, the containers must not be re-used).

### Code of Conduct for Pupils

When on an educational visit it is important that you:

- Always think about your own and others' safety.
- If you have a problem or are worried about something, always tell someone whom you trust. This may be your teacher or a supervising adult with your group.
- If you have particular health or dietary needs, tell the supervising adults and/or the organiser.
- Always follow the instructions of your Group Leader and leaders, including those at the venue of the visit.
- If you do get lost or separated from your group follow the procedures agreed for such an occurrence. If totally disorientated and confused go to a public place where you will be seen by lots of people and where you can ask for directions.
- If approached by someone you don't know in a threatening or concerning manner, just walk away.
- If travelling on a public bus or train and someone makes you feel unsafe, tell an adult and if necessary you can move seat.
- Personal travel arrangements should be carefully planned. Ensure you are familiar with whoever is transporting you and never travel alone in vehicles with strangers.
- Ensure that safety rules set out in the Highway Code and Green Cross Code are followed. (<http://www.dft.gov.uk/think/education/early-years-and-primary/parents/7-to-11s/the-green-cross-code/> )
- Be aware of situations which may cause you harm or injury and where necessary inform a responsible adult (e.g. leader) about your concern.
- Appropriate dress code for day/evening activities and night time slumber.
- Impeccable standards of behaviour at all times. You are representing your school, family and community.
- Be sensitive to local codes and customs.
- Think things through carefully before you act and do not take any unnecessary risks.
- Cameras/phones/tablets/ or any other digital device is strictly prohibited.
- Any aggressive physical behaviour, bullying, theft or damage to property/environment will be considered a serious breach of this code and dealt with accordingly.

If you do not follow these rules you will miss out on activities during your trip. If your behaviour is unacceptable your parent/guardian will be contacted and you may be sent home early.

**Signed:**

**Date:**

Creating a safe atmosphere

a.

Staff should challenge any inappropriate language used by children.

Staff must not keep suspicions of abuse or inappropriate behaviour of a colleague to themselves.

Staff must never make sexually suggestive comments about a child, even in fun, regardless of whether or not the child concerned is present.

Staff should not drink alcohol or take any illegal substances while supervising young people.

Guidelines for Dormitories

- Staff will not be alone with a child in any room or dormitory.
- Staff will not do things of a personal nature for children that they can do for themselves.
- It is not advisable for a male member of staff to enter a girl's dormitory unaccompanied by a female member of staff and likewise, it is not advisable for a female member of staff to enter a boy's dormitory unaccompanied by a male member of staff.
- It is important that a member of staff is identified as the person on whom they can call if the need should arise during the night. It should also be stressed that any child who has the need to call upon that member of staff should take another child to accompany them.
- Staff will not go into the toilet alone with children if possible.

### **Staff Code of Conduct for Educational Trips**

While on any educational visit staff should adhere to the following code of conduct.

- Always follow the group leader's instructions.
- Follow best practice guidelines, as outlined in the Educational Trips Policy.
- Staff should challenge any inappropriate language used by children.
- Staff must not keep suspicions of abuse or inappropriate behaviour of a colleague to themselves.
- Staff must never make sexually suggestive comments about a child, even in fun, regardless of whether or not the child concerned is present.
- Staff should not drink alcohol or take any illegal substances while supervising young people.
- If you think the risk of an activity is too high supervising staff should intervene and stop the activity.