

# **THE ROYAL BELFAST ACADEMICAL INSTITUTION**



## **Educational Visits/Trips/Tours Policy, Practice and Procedures**

Updated January 2023

## **Glossary of Terms**

### **Accompanying Staff**

Members of the teaching staff, other than the Group Leader, who participate in the visit in a supervisory capacity.

### **Central Contact**

The Educational Visits Co-ordinator or other member of the Senior Staff of the school (unless the Principal has agreed that a responsible adult linked with the School may be the Central Contact) who is fully briefed on the details of the visit.

### **Educational Visits**

All academic, sporting, cultural, creative and personal development activities, which take place away from the young persons' school, and make a significant contribution to learning and development of those participating.

### **Educational Visits Co-ordinator**

Mr R. Menown (Vice Principal of the School) or such other person appointed to act in that capacity by the Principal whether for a particular Educational Visit or for Educational Visits generally. The Educational Visits Co-ordinator has responsibility to ensure that the visit meets all requirements.

### **Employing Authority**

The Board of Governors.

### **External Provider**

An organisation or company outside the direct control of the employing authority, which provides all or some elements of the programme or services required by the group e.g. tour operator, residential centre, leisure centre, etc.

### **Group Leader**

The accompanying member of staff who has overall responsibility for the group, for the duration of the visit.

### **Hazard**

The potential for anything or anyone to cause harm.

### **Risk**

The likelihood that harm will in fact result if nothing were done either to eliminate, or in some other way, to control the hazard to limit its harmful potential.

### **Staff**

The collective term for the adults who have responsibility for the young people, for the duration of the visit.

### **Volunteer Supervisors**

Adults other than teaching staff who participate in the visit, in a supervisory capacity.

### **Young people**

11-18 years

### **Young People with Special Needs**

Children and young adults under the age of 18 years with Special Needs, who require specific supervision and attention.

## **Context**

At RBAI, we recognise that young people derive considerable benefit from taking part in educational visits. In particular, they have opportunities to participate in activities and gain from experiences not available in the normal classroom. Educational visits can also help young people to develop a wide range of valuable personal and social skills.

The school recognises the enormous amount of dedication and hard work that organisers put into making these types of visits happen. The aim of this document is to assist those involved in the planning and management of educational visits, through the identification of roles and responsibilities, the clarification of procedures and the exemplification of best practice. Members of staff should ensure that educational visits which they organise and undertake conform to the guidance provided in this policy. It should be noted that the school policy is based on the guidelines produced by DENI, entitled 'Educational Visits – Best Practice 2009'.

## **Categories of Educational Visits (Categories 1-3 Lower Risk / 4 & 5 Higher Risk)**

### **Category 1**

Regular visits which take place largely within school hours and are non-hazardous e.g. weekly and Saturday sporting fixtures which are not on RBAI grounds, QUB Open Day. For sporting activities of this nature, a risk assessment should be completed and reviewed on an annual basis. Note that one risk assessment covers all teams for a particular sport. At fixtures, coaches of sporting teams should have an up-to-date copy of Appendix 7 in their possession.

### **Category 2**

One-off day/evening excursions (non-hazardous) e.g. theatre visits, business/education visits, and sporting fixtures outside of Northern Ireland.

### **Category 3**

Residential visits of one or more nights within the UK or Ireland (non-hazardous) e.g. visits to residential centres, youth and school exchanges.

### **Category 4**

Residential visits outside the UK or Ireland (non-hazardous) e.g. international exchange visits, sporting events, cultural activities, international community work and tours.

### **Category 5**

Hazardous Activities – residential and non-residential, as exemplified below:

Fieldwork  
Hill walking  
Cycling/mountain biking  
Orienteering  
Rock Climbing/abseiling  
Caving and potholing  
Kayaking/canoeing  
Windsurfing  
Sub-aqua  
Skiing/Snowboarding  
Horse riding  
Angling  
Water-skiing  
Rowing

## **Legal Context**

The basic principles of safeguarding and child protection must always be borne in mind when undertaking an education visit particularly where it includes 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. It is incumbent upon staff who are supervising young people to act reasonably in all circumstances, so that the personal safety and well-being of those in their care are not jeopardised during the visit.
- 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 as such children may be especially vulnerable.

## **Roles and Responsibilities**

1. The successful planning and implementation of an educational visit requires a contribution from a number of key personnel and groups. Careful co-ordination and clarity of roles are vitally important.
2. The responsibility for any educational visit rests with the Board of Governors of RBAI. Almost without exception, this responsibility will be delegated to the Principal. It will normally be the Principal from whom permission must be obtained before a visit takes place.
3. The Vice Principal (Mr. Menown) will act as Educational Visits Co-ordinator and should be satisfied that:
  - there is an acceptable code of conduct in place for participants
  - the visit complies with best practice and that proper procedures have been followed in planning the visit
  - a competent Group Leader is selected who has experience in supervising young people of similar age and ability to those participating and will manage the group effectively
  - where relevant the Group Leader, or one of the accompanying staff, is suitably qualified and competent to supervise and/or instruct the young people during activities
  - the Group Leader has taken reasonable steps to familiarise him/herself with the location where the activity takes place
  - safeguarding procedures are adhered to in the planning process, including the vetting of volunteer supervisors
  - volunteer supervisors on the visit are appropriate people to supervise children
  - all necessary arrangements and preparations have been completed, including a risk assessment, before the visit begins
  - all relevant checks have been undertaken if an external provider is to be used
  - the ratio of staff to young people is appropriate
  - there is adequate and relevant insurance cover
  - the Group Leader has the address and phone number of the venue to be visited and has a contact name
  - the Group Leader and accompanying staff are aware of the agreed emergency contingency arrangements
  - the Group Leader has relevant information on the group members

- establish any arrangements which may be required for the early return of individual participants
  - a Central Contact has been identified and has consented to act as such, unless the Educational Visits Co-ordinator is to be the Central Contact
  - where appropriate, relevant AccessNI checks have been carried out in respect of Volunteer Supervisors.
4. A member of staff should be designated by the Principal 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 Principal's prior agreement before any off-site visit takes place and then liaise with the Educational Visits Co-ordinator
  - appoint a deputy, if appropriate, and inform the Principal of all accompanying staff and volunteer supervisors participating on the educational visit (ensuring that staff to pupil ratios are appropriate)
  - adhere to best practice with regard to policies and procedures e.g. safeguarding
  - undertake and complete the planning and preparation for the visit including the briefing of leaders, group members and parents
  - liaise with the Bursar in respect of finance and insurance
  - ensure that all relevant checks have been undertaken if an external provider is to be used
  - inform parents as to the terms and conditions of insurance cover – a copy of the Insurance Policy should be made available to parents as early as possible
  - 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, and share such information with accompanying staff
  - have proper regard to health and safety of the young people and ensure that adequate supervision is provided at all times
  - ensure that where appropriate, relevant AccessNI checks have been carried out in respect of Volunteer Supervisors
  - ensure that the established code of conduct is adhered to
  - ensure that adequate first-aid provision will be available
  - identify a Central Contact and secure the person's consent to act as such, unless the Educational Visits Co-ordinator is to be the Central Contact
  - ensure that the Central Contact has full details of the visit, the planned itinerary, and where the participants plan to be each day and night
  - ensure that during the visit, up-to-date details are available should there be a need to contact parents or the central contact
  - ensure that all accompanying staff and volunteer supervisors on the trip, and the central contact are aware of the emergency procedures e.g. if a pupil becomes lost, if a serious injury occurs
  - consider stopping the visit if the risk to the health and safety of the young people is unacceptable and have in place procedures for such an eventuality.

5. 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. Staff should:
  - accept the authority and follow the instructions of the Group Leader
  - under the direction of the Group Leader, assist with the organisation of activities and discipline of the young people
  - ensure 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 and safety of the group members in their charge is unacceptable.
  
6. To satisfy staffing ratios, it may be necessary to involve persons other than staff members as volunteer supervisors, for example, classroom assistants, technicians, administration staff and 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. Volunteer supervisors 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 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.
  
7. Central Contact person at RBAI

Dealing with unexpected situations can be supported by the Central Contact. The Central Contact will:

- retain details of the visit address, contact personnel and telephone number, and mobile number as appropriate (copies to be left with the Principal's Secretary)
  - retain a copy of the contact details of all participants' parents/guardians
  - retain a copy of the contact details of the Principal
  - be fully briefed and aware of their responsibilities including the action to take in the event of a serious incident.
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8. Parents, or those with parental responsibility, should be able to make an informed decision as to whether their child should go on the visit. However, in the interests of the overall safety and success of the visit, the ultimate decision as to who participates rests with those involved in organising the visit and the Principal. The Group Leader should ensure that parents are given sufficient information in writing (and in a timely manner), and where appropriate, are invited to a briefing session. Parents should:
    - sign the consent form
    - provide the Group Leader with an emergency contact number
    - provide the Group Leader, in writing, with relevant medical/dietary details, including any medication currently being taken 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 code of conduct

- agree to the arrangements established for sending a pupil home early and to meet the costs, where applicable.

Special arrangements may be necessary for pupils who have particular or special needs e.g. those who are hearing impaired or whose first language is not English.

## 9. Responsibilities of Young People

The Group Leader should, when briefing the young people, make it clear that they too have important responsibilities (further information available in Appendix 6). This should be appropriate to the age and development level of the young people. Young people should:

- act in accordance with the established code of conduct at all times
- avoid taking unnecessary risks
- follow the instructions of the Group Leader, accompanying staff, volunteer supervisors and those staff at the venue of the visit
- dress and behave sensibly and appropriately
- respect the property of others
- be sensitive to local codes, customs, and the environment
- look out for anything that might hurt or threaten themselves or anyone in the group and tell a leader of their concern.

## **Code of Conduct**

The establishment of a 'code of conduct' is an effective basis upon which to ensure the achievement of safe and successful outcomes. In advance of an educational visit, accompanying staff, volunteer supervisors, young people and parents should all be made fully aware of the code including possible sanctions. All young people participating in an educational visit must agree to abide by the code of conduct at all times during the visit. While on a residential, staff remain responsible for the conduct and safety of young people 24 hours a day. It may be necessary to devise a duty rota so that staff can have a break away from supervisory duty, while ensuring that an adequate level of supervision is maintained at all times. Please note that while staff are on duty, they will abstain from any alcohol consumption or the use of illegal drugs or mind-altering substances, and shall not come on duty under the influence of alcohol or of illegal drugs or mind altering substances. The aim of the code of conduct should be to reflect the ethos of the school. It should ensure that respect for the individual is maintained at all times and that neither peers or others expose the young people to risk of physical, sexual or emotional abuse or harassment. It should also address issues relevant to the age and development level of the young people, for example:

- smoking
- drinking alcohol
- use of illegal drugs or mind altering substances
- appropriate relationships amongst participants
- appropriate relationships amongst others they may come in contact with
- security of personal belongings
- respect for individuals' privacy
- acceptable manners and general behaviour thereby promoting enjoyment by all

## **Procedures to be followed for Educational Visits (Categories 3-5)**

Great importance should be placed on the careful planning and preparation for all educational visits to ensure both educational benefit and safety. To assist with this, the following procedures have been developed for Categories 3-5. Please see the Educational Visits Co-ordinator for the procedures to be followed for Categories 1 & 2.

### **Step 1 – Preparation of proposal**

Once the purpose of an educational visit has been established, a proposal should be prepared which gives details of the activities to be undertaken, and the young people to be involved, the staff etc. The EVO form can be used for this purpose – see Appendix 1.

### **Step 2 – Approval sought from Principal**

The proposal should be submitted to the Principal for consideration. It is the responsibility of the Principal to decide whether visits go ahead. Therefore, it is essential that the Principal is consulted at the earliest opportunity and be provided with a reasonable time frame within which to make a decision. The EVO form should be used for this purpose. Detailed planning can proceed once approval has been given by the Principal.

### **Step 3 – Completion of Planning Checklist**

It is essential that the planning checklist EV1 (Appendix 2) is completed by the Group Leader.

### **Step 4 – Briefings**

Accompanying staff, volunteer supervisors, parents and pupils should be briefed about all aspects of the educational visit. Once parents are fully aware of the details they should be asked to give their consent in writing. This is essential for all young people.

### **Step 5 – Information collated**

It is important to gather together all relevant information about the young people. Appendix 7 can be used to collate group details.

### **Step 6 – Maintenance of records**

Copies of all consent and other forms and relevant information should be filed at the School. Please note that the relevant paperwork should be left with the Educational Visits Co-ordinator prior to the trip taking place (e.g. Planning Checklist, Risk Assessment, Group Details). The Group Leader is also responsible for ensuring that the necessary paperwork is completed on return i.e. Incident Report Form, Post Visit Review.

### **Step 7 – Evaluation**

On return from a visit it is important to undertake an evaluation of the key aspects of the visit in order to facilitate future activities (Appendix 4).



## **Risk Assessment**

Fundamental to the planning process of any educational visit is the process of risk assessment. Risk assessment comprises the following steps:

- identifying the hazards
- identifying the people who may be at risk
- establishing additional safety and/or control measures
- disseminating information to all relevant persons and maintaining appropriate records.

The Group Leader should understand that risk assessment is a dynamic process and therefore must carry out on-going risk assessment during an educational visit and ensure that appropriate action is taken as necessary. To minimise risk, staff must not make ad hoc pick up or set down arrangements with a member of the group. Examples of approaches to Risk Assessment, using a scoring mechanism, are contained within Appendix 5. The Assistant Bursar can also provide exemplar risk assessments that have been completed for previous educational visits.

## **Pupil/Staff Ratios**

It is important to have the optimum ratio of staff to young people for any educational visit. Supervision ratios should relate to:

- the category of the educational visit
- the specific educational objective(s)
- the outcome of a risk assessment.

The Principal must be satisfied that the ratio of leaders to young people meets minimum levels, and is appropriate to the educational visit to be undertaken. The staffing ratios detailed in this section are minimum requirements and it is recognised that on the basis of a risk assessment, additional supervision may be required, particularly in relation to categories 4 and 5.

<b>Age Group</b>	<b>Ratios</b>
Key Stages 3 & 4	One adult for up to a maximum of 14 young people
Post-16	One adult for up to a maximum of 16 young people

The following examples are for guidance purposes only:

- 1 member of staff to a team for a low risk activity such as a sports match
- 2 members of staff to a class for a Geography or History fieldtrip
- the Ski trip will normally have a ratio of 1:10
- where female staff lead a trip it is anticipated that a male member of staff or an agreed properly vetted male will accompany the group
- in the case of trips using air travel it is recognised that airlines will set their own ratios
- Duke of Edinburgh Award trips are recognised as high-risk activities and should normally have a ratio of 2 staff to 7 pupils.
- The Year 8 Ganaway Residential has a ratio of 1:10.

It is accepted that Classroom Assistants, Technicians, Librarians or Administration Staff may act as accompanying staff when ratios are being agreed

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. 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 staff. Remote (indirect) supervision is planned and is subject to stringent controls, while the group is not necessarily within direct contact or vision of staff at all times. Staff and the group will know of each other's whereabouts and clear lines of communication including rendezvous points will have been established. Staff are required to remain in the area in which the indirect supervised activity takes place throughout the period.

The Principal must at the planning stage agree the names of any staff or other adults taking part in an activity.

### **Vetting**

All staff who work with, or have access to young people, must have been subjected to appropriate vetting procedures as determined by the Department of Education. This includes volunteer supervisors who will have 'substantial access to children' during the trip.

### **Insurance Cover**

The Group Leader should inform the Bursar of the details of the trip as the school holds Group Personal Accident and Travel Insurance. The Group Leader is responsible for ensuring that the Insurance Policy appropriate and offers sufficient coverage. Copies of the Insurance Policy should be made available to parents as early as possible.

### **Use of External Providers**

The term 'External Providers' refers to other organisations or companies which provide a service that is outside the direct control of the school e.g. tour operators, specialist activity providers, residential centres etc. The leader in charge must ensure that:

- school policy and procedures are followed in relation to the use of such providers
- providers are reputable and have the necessary insurance in place for the services they provide – where significant costs are involved or where travel arrangements are complex, tour operators need to be suitably bonded i.e. ABTA or ATOL protected.
- staff involved in the delivery of the service are competent and are aware of their roles and responsibilities in relation to the group and child protection
- adequate emergency and contingency plans and procedures are in place in the event of unforeseen circumstances.

These prerequisites should form part of the risk assessment.

A compulsory licensing scheme for Outdoor Activity Providers, which endorses the provider's competence to deliver activities to young people (under 18s) exists in England, Scotland and Wales. Group Leaders should therefore take cognisance of their chosen provider's licence and note the activities which they are licensed to offer. Not all activities require a licence. Further details can be obtained from the Adventure Activity Licence Authority. There is no such requirement or structure in place at present for the licensing of outdoor activity providers in Northern Ireland.

## **Financial Procedures for Educational Visits**

The following procedures should be followed in relation to financial issues.

- Once approval has been given by the Principal for an educational visit, the total costing of the visit, details of the travel agent etc. needs to be submitted to the Bursar. Care should be taken to choose reputable Tour Operators. Where significant costs are involved or where travel arrangements are complex, tour operators need to be suitably bonded i.e. ABTA or ATOL protected.
- Budget to be prepared and agreed with Bursar, individual contributions to be calculated and information issued to parents.
- Group Leader to be present at fund-raising activities, which are to receive prior approval from the Principal.
- The Bursar to operate all finance arrangements through the School Office. During a visit arrangements must be in place to ensure the security of cash and all supporting receipts should be retained and returned to the Bursar.
- All payments to be made by parents in advance of a trip with the schedule to be agreed between the Group Leader and the Bursar.

**Notification of Educational Visit**

To be completed by the Educational Visits' Co-ordinator or Group Leader.

Purpose of visit: \_\_\_\_\_

\_\_\_\_\_

Place(s) to be visited: \_\_\_\_\_

\_\_\_\_\_

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

Numbers of Young People: \_\_\_\_\_ Age Range: \_\_\_\_\_

Proposed Date(s): From: \_\_\_\_\_ To: \_\_\_\_\_ No of Days (incl): \_\_\_\_\_

Estimated Cost per young person: £ \_\_\_\_\_

Activities to be undertaken: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Leader in Charge: \_\_\_\_\_

Staff members and \_\_\_\_\_

Other adults \_\_\_\_\_

Involved: \_\_\_\_\_

\_\_\_\_\_

Transport arrangements: \_\_\_\_\_

\_\_\_\_\_

Organising company/agency \_\_\_\_\_

(if relevant): \_\_\_\_\_

Signature: \_\_\_\_\_

Designation: \_\_\_\_\_

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

## Planning Checklist

## EV1

Planning element	Yes	No	N/A
I have read the school's policy on educational visits			
The proposed visit has clear objectives			
The nature of the visit has been established			
The target group has been identified			
All the relevant information regarding the proposed educational visit has been presented to the Principal e.g. destination, itinerary, timescales, cost			
The Principal has approved the proposed visit			
A risk assessment has been undertaken for all aspects of the visit and appropriate control measures have been put in place and recorded			
Hazards have been identified			
People who may be at risk have been identified			
Evaluation of risk has been undertaken			
Additional safety and/or control measures have been established			
Information has been disseminated to all relevant persons and appropriate records maintained			
An emergency plan has been put in place and disseminated to all relevant persons			
The number of staff in attendance has been agreed			

A staff member has been identified as Group Leader			
Accompanying staff have been identified (and voluntary supervisors if applicable)			
Where appropriate, the tour operator is ABTA/ATOL bonded			
Access NI checks have been undertaken where necessary			
Staff are fully aware of their role and responsibilities			
Staff are fully aware of the conduct required of them during the Visits			
Young people and parents have been informed/briefed and understand the implications of their participation in the educational visit			
All relevant information (medical, dietary, contact details) pertaining to pupils participating in the trip has been obtained and appropriate action taken			
The transport arrangements for the group are appropriate for the nature/type of journey planned			
Where a residential visit is planned the accommodation has been assessed as appropriate in terms of suitability			
The Educational Visits' Co-ordinator has approved the operational arrangements for the trip			
Where the educational visit involves outdoor or adventurous activities, the Group Leader is satisfied that structures and systems are in place to ensure child protection and health and safety			
Where the educational visit involves outdoor or adventurous activities, the Group Leader is satisfied that staff are competent to provide these safely			
A budget has been agreed by the Bursar			
The Insurance Policy offers effective coverage for the nature of the trip			

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

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

## Educational Visit, Trip or Tour Incident Record Form

1 Name of School/Youth Group: \_\_\_\_\_

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

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

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

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

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

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

5 Please state in your own words what happened including details of names, status of those involved, injuries/losses

6 Describe what action was taken (e.g. details of First Aid, police or medical involvement). For insurance purposes, local police should always be informed of theft.

Please note that where appropriate, a school 'Accident Form' should be completed upon return

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

Designation: \_\_\_\_\_

## Post Visit Review

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

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

Dates: \_\_\_\_\_ To: \_\_\_\_\_

Please comment on the following:

Issue	Yes	No
Was the venue suitable?		
Was the accommodation/food/equipment of a suitable standard?		
Were the venue staff competent?		
Were the travel arrangements appropriate?		
Were the educational objectives met?		
Were the young people and parents effectively briefed prior to the visit?		
Were the agreed procedures followed by all in a supervisory capacity?		

Other comments for future planning:

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

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

Where appropriate, copies to be forwarded to the Head of Department



## 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

**Risk = Probability of occurrence x Consequence of outcome**

The level of risk can be calculated by multiplying probability by consequence, so providing a theoretical maximum score of 25. If the resulting score totals 10 or more then active management of the risk is required.

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

Group Leaders must fully record their risk management decisions on paper.

It is important that young people become involved in this process so that they are equipped with an understanding of the risks involved in the educational visit and how this can be managed.

## Young Person's Responsibilities

### General

- Always think about your own and others' safety.
- If you have a problem or are worried about something, always tell someone whom you trust. This may be your teacher, youth leader, course organiser or host parents – don't suffer in silence!
- If you have particular health or dietary needs, tell the supervising adults and/or the host organisation.
- Always follow the instructions of your Group Leader and leaders, including those at the venue of the visit.
- Dress and behave sensibly and responsibly.
- Be sensitive to local codes and customs.
- Think things through carefully before you act and do not take unnecessary risks.

### When participating in Visits abroad

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

**Group Details**

Complete the table below and leave copies with the Principal, the Educational Visits Coordinator and School Office. Include details of pupils and all Staff / Adults.

Nature of Visit \_\_\_\_\_

Dates \_\_\_\_\_

Member of Staff in Charge \_\_\_\_\_

<b>Name</b>	<b>DoB</b>	<b>Address</b>	<b>Contact Phone number of parent/guardian</b>

