



## Educational Visits Policy

Updated: 12-17  
Prepared by: JH/SCC

Next Review: 10-19  
Approved by: JR/RP

**This Policy applies throughout School from EYFS to Year 6.**

### Scope

This Policy is applicable to all those involved in the organisation of educational visits.

### Objectives

- To ensure that visits are well planned and potential risks are identified and managed.
- To ensure that there are contingency plans in place for changes in circumstances during a visit that are reasonably foreseeable
- To ensure that those in charge of visits have the necessary competence to manage situations appropriately
- To ensure that the requirements of the *Statutory framework for the early years foundation stage* (March 2017) are met

### Guidance

The Assistant Head will be responsible for the implementation of this Policy. Where educational visits involve Nursery and Reception, the Assistant Head will liaise with the relevant Head of Section.

At The Cavendish School we encourage staff to plan and organise educational visits in order to:

- Extend work started in the classroom
- Motivate pupils
- Provide hands-on participation
- Give new experiences
- Give a global view of topics
- Experience other environments/ecosystems
- Relate to others besides teachers in a learning situation
- Mix with pupils from other schools
- Learn to socialise in a situation other than School
- Perform and/or compete

Learning outside the classroom environment is an essential part of our curriculum. All year groups throughout the School take part in educational visits considered appropriate by their class teacher or specialist teachers. EYFS children and pupils in Years 1 to 3 are not taken on overnight or overseas visits.

Trips and visits include the following (non-exhaustive list):

- Museums, art galleries, living exhibitions, ecology centres, famous landmarks
- Theatres, concerts, cinema
- Farms, zoos, parks, gardens
- Libraries, bookshops
- Supermarkets, shops, markets, restaurants
- Churches, other places of worship
- Sports arenas
- Sports fixtures
- Local amenities
- Parents' businesses/places of employment
- Other schools/learning centres
- Residential trips
- Language-based trips abroad

The School calendar will list trips and visits that are due to take place over the coming academic year, together with planned home and away sports fixtures. A grid in Shared Staff should be completed at the beginning of each term. Two visits should be arranged per year group per term, of which one should be free or very low cost.

Parents and guardians (hereafter 'parents') will be notified in advance of:

- Selection of their child for a sports team (a list of fixtures will be emailed to parents)
- Their child attending a day out on a trip/visit, including details of clothing required, packed lunch, any extra charge and visit duration
- Planned trips and visits for year groups

Individual Acknowledgement and Permission Forms (Appendix 3) will be collected by the relevant teacher. The completed form will include details of how to contact a parent in the event of an emergency. The form must be collected at least three days before the start of the trip.

Parents are expected to support the School in ensuring that pupils follow instructions given by those in charge of the trip. Those in charge of the trip may require any pupil who declines to follow reasonable instructions to be collected early by their parents and at their parents' own expense.

Parents should be informed in writing that monies are non-returnable in the event of non-attendance.

The Assistant Head will:

- Be responsible for the process of approving visits
- Ensure, as far as possible, that visits are spread through different age groups and the school year
- Help staff involved with organising visits
- Check parental Acknowledgement and Permission Forms
- Keep records of previous visits, including details of accidents and incidents for debriefing

All new staff will be given support on planning School visits from their relevant Head of Section and/or the Assistant Head.

Every planned trip or visit will have a nominated qualified teacher as Group Leader who is responsible for organising and running the visit. The Assistant Head will hold a briefing session for all those nominated as a Group Leader, which will cover:

- Conducting risk assessments
- Emergency procedures
- School insurance cover
- Budgeting for visits
- Circumstances in which a trip may be terminated

The Group Leader will hold a valid first aid certificate or ensure that one of the accompanying members of staff does. Where visits involve EYFS children, a member of staff with paediatric first aid training will accompany the visit.

### **Personal liability**

The Group Leader acts ‘in loco parentis’ This means that they ‘have a duty under common law to take care of pupils in the same way a prudent parent would do’.

The School as employer of the Group Leader will support them in the unlikely event of an accident occurring provided they have exercised reasonable care and followed School guidelines.

### **Insurance**

The School has Employers Liability Insurance and Public Liability Insurance.

The School also has a group travel policy that covers most visits in the UK and overseas, but does not cover adventurous/hazardous activities such as climbing or scuba diving, as the School’s educational visits do not include such activities.

The Group Leader should ensure that they have a copy of the School travel insurance with them on overseas trips.

Travel involving staff using their own cars is not permitted.

### **Trips and visits planning**

Approval for each visit should be obtained from the Assistant Head using the Educational Visits Request Form (Appendix 1). Once permission has been obtained, organisers should complete the Educational Visits Information Form (Appendix 2)

For overseas trips, consideration should be given to culture: food and drink, local customs, religion, expected behaviour/dress, gender issues, sanitary arrangements, corrupt procedures, political stability, local financial information.

The following list relates to planning for longer trips. The text in italics indicates that the action may not be required or that the timescale may be shortened.

At least half a term in advance, it is recommended that organisers:

- Seek assurance that suitability checks have been carried out for any staff or other organisation taking responsibility for the School's pupils on a site other than the School
- Obtain advice from the Assistant Head on suitable dates, previous experience, requirements etc.
- Discuss key elements of the visit, including purpose, location, transport, accommodation, activities, itinerary, number and age of participants
- Calculate staff: pupil ratio
- Prepare draft itinerary
- Decide mode of transport for the whole journey. NB: free public transport in London is available if application is made in sufficient time (one month's notice needed)
- If coach hire is required, complete the Coach Hire form (Appendix 4d)
- Prepare costing for the visit, allowing a contingency for delays and emergencies
- If an adventurous activity is involved, ensure that the provider is licensed and individual instructors possess a recognised qualification (such as from the Adventure Activities Licensing Authority)
- Obtain relevant details from the intended centre regarding acceptance of liability and copies of risk assessments **before committing to the visit**
- Find other members of staff who are willing to participate, remembering:
  - Language skills
  - Medical assistance
  - Nature of activities
- The School may permit parents and support staff to accompany day trips and sports fixtures
- Parent volunteers should read, sign and return a copy of the Educational Visits Parents' Guidelines (Appendix 5) which is sent out one week in advance of the trip
- Where parent volunteers participate, they never have unsupervised responsibility for pupils, including their own children
- It is usually a good idea to make an open request for parent volunteers and choose on a first-come-first-served basis, making sure on subsequent educational visits that different parents are given opportunities to accompany
- Make a record of those parents who offered to help and those who actually attended the trip using the Parent Volunteer Record (Appendix 6)
- Check that the tour company/airline is ATOL/ABTA bonded so that cover is provided in the event of the bankruptcy of the provider
- Undertake a reconnaissance visit to the location if the School has not visited it before, or a reference from another school where this is not possible
- Establish the minimum and maximum numbers for the visit to be viable
- Establish any visa and medical requirements
- Establish with the Bursar the cost of any deposits required both for travel and the activity provider and calculate the deposit required from the participants
- Check with the travel advice unit of the Foreign and Commonwealth Office depending on location
- For more local trips, ensure that alternative walking routes are planned and maps are available in case public transport is suspended

## **Adult: pupil ratios**

Adult: pupil ratios in the EYFS are prescribed by the Department for Education (DfE) *Statutory framework for the early years foundation stage* March 2017

Above the EYFS, no minimum adult: pupil ratio is prescribed by law: each trip should be individually risk assessed.

The Cavendish School chooses to exceed prescribed or recommended ratios in each case and uses the following adult: pupil ratios (including the qualified teacher Group Leader) as a guideline:

- EYFS 1:4
- Years 1 - 2 1:6
- Years 3 - 6 1:8
- For tube journeys 1:4 (following the Transport for London recommendation)
- For visits abroad 1:8

## **Risk Assessment**

Group Leaders should undertake a risk assessment and show how this relates to the visit, trip or activity they are planning and should cover:

- Identifying potential hazards of the location being visited
- Listing the groups of people that are at risk from significant hazards
- Listing control measures that are in place
- Allowance for hazards which may not yet be fully understood due to lack of information
- Monitoring hazards during the visit

Risk Assessment Forms for different categories of educational visits are attached as Appendix 4a, 4b and 4c.

The Group Leader should ask for copies of risk assessments at the planning stage from professionally operated licensed activity centres and tour operators. These will form part of the overall School risk assessment.

Risk assessments from previous visits can be used as a starting point for a revised assessment, but they must never be adopted without checking for changes which may have occurred.

The Assistant Head will maintain a dossier of generic risk assessments relating to sports activities, regular School visits (e.g. termly School Mass at Our Lady of Hal) and theatre/museum visits. This is kept in Shared Staff/Educational Visits.

## Timetable

After permission for the trip has been granted (at least four weeks in advance):

- Write a preliminary letter to parents of the relevant class or year group, which should be reviewed by the Assistant Head and sent to the School Office to be sent out via ParentMail and uploaded to the parent portal, outlining:
  - Date of trip
  - Purpose of trip
  - Venue
  - Programme
- Brief pupils about the visit, its dates and purpose
- Check the names of all pupils wishing to participate with the School Secretary. Discuss any requirements with the Assistant Head (including those for special educational needs and personal medical equipment (e.g. inhalers, epi-pens). We wish all pupils to participate and benefit as far as possible from the experience.
- Collect the payment for the trip and arrange for accounting procedures with the Bursar

At least three weeks in advance

- Ensure that duties/classes you are unable to take are covered and arrangements agreed with the relevant Head of Section
- Finalise costs with the travel company
- Where possible, check that all coaches are fitted with seat belts
- Confirm the cost for parents (including contingency provision)
- Inform parents of medical and visa requirements. Any non-British passport holders' parents should be advised that it is their responsibility to ascertain any visa requirements for their child
- Arrange with the Bursar for parents to be billed for the balance of the cost of the trip
- Arrange for the Bursar to pay the travel company/airline/hotel etc., with the balance required
- Arrange via the Bursar for the loan of a School mobile phone, with pre-paid SIM for the country to be visited from an agreed date
- Brief pupils and ensure that any specific advance requirements have been communicated

At least two weeks in advance

- Arrange trip briefing with parents, which will cover
  - Itinerary, including meeting and collection points
  - Contact details for venue
  - The number of the School mobile phone issued to the Group Leader
  - The need for any special clothing, sun cream, hats or waterproof clothing
  - Kit, equipment, dress code of country and money requirements for pupils
  - Expected rules of behaviour for the trip, and the arrangements where such rules are not followed by pupils, including the possibility of parents being required to collect their children early and at their own expense
  - Arrangements for dealing with emergencies and informing parents of them
  - The need to notify the School of contact with an infectious disease four weeks before travelling
  - The reason why a parental Acknowledgement and Permission Form is essential
  - The need for a copy of each pupil's passport and EHIC card

- Send all parents a copy of the Acknowledgement and Permission Form and advise the return date/time
- Brief pupils on expected standards of behaviour and cultural differences

#### Two weeks in advance

- Chase parents who have not returned their Acknowledgement and Permission Forms, pointing out that their child will not be able to participate unless the form is received three working days before departure
- Collect in each pupil's passport, visa and EHIC cards
- Take two photocopies of all passports, visas and EHIC cards, one copy to be retained in the School Office, one copy to be kept securely by the Group Leader
- Check all travel tickets and store in the School safe
- If collecting currency/travellers cheques etc., arrange for storage with the Bursar in the School safe and make a note of any serial numbers etc.
- Meet with accompanying members of staff to discuss all practical arrangements for the trip and roles and responsibilities
- Arrange any catering provisions including bottled water
- Prepare packs for the School Office and each member of staff containing:
  - The itinerary, with all addresses of locations during the trip etc.
  - The Group Leader School mobile number
  - School mobile numbers of participating staff
  - A list of pupils with parental contact details and medical conditions
  - Copies of all passports, EHIC cards and travel documents
  - Contact numbers for the Crisis Management Team
  - Addresses and contact details of nearest British consul
  - Copies of travel tickets and insurance documents
  - Copy of the trip risk assessment
  - Location of nearest hospital

#### Two days in advance

- Collect all medication, written permission and instructions
- Write a reminder letter and email to the School Secretary two days before the visit to be sent to parents by ParentMail. This should contain:
  - Reminders about things which need to be brought
  - Requirement for full uniform and
  - If relevant, that clothing should be safe for escalators and tube doors e.g. no long scarves etc.

#### Day prior to departure/day of departure

- Collect tickets, foreign currency, travellers cheques etc., from the safe
- Give trip information packs to nominated persons
- Remind pupils about expected standards of behaviour and sanctions if not followed
- Collect first aid kit from the Medical Room (check contents)
- Collect School mobile phones and chargers
- Collect any catering provisions

#### **Pocket Money**

Is not essential, often unnecessary, and can become the major focus of the educational visit for some pupils. It should not exceed £2.00 in coins only, unless for a very sound reason, and

should be for the purpose of purchasing items to support study. Pocket money should be the responsibility of the pupil except where the teacher prefers to control the money of all pupils. Parents are informed of this.

### **Before the start of the visit**

The Group Leader should pair each parent volunteer and their group of pupils with a member of staff and their group of pupils. They should also spend a few minutes briefing the parent volunteers, highlighting such matters as:

No mobile phones should be used during the visit

Parents must not take pupils (including their own children) to the toilet without an accompanying member of staff. If a pupil needs the toilet the whole paired group

### **During the visit or activity**

Primary responsibility for the safe conduct of the visit rests with the Group Leader. They have sole responsibility for amending the itinerary in the event of unforeseen delay or sudden deterioration in weather conditions. They may delegate all or part of the responsibility to one or more of the accompanying staff. The Group Leader should:

- Ensure that original passports and EHIC cards are kept securely by staff
- Ensure that pupils and staff wear high visibility gilets
- Carry out a head count on getting on and off each form of transport, entering or leaving a museum, restaurant, activity centre, venue etc.
- Check that all pupils wear their seat belts
- Check that no pupil sits in the front seat or the middle seat of the back row of the coach on any trip or adjacent to the emergency exit
- Check the fire exits and escape routes at each venue
- Ensure that sleeping accommodation is suitable, secure and located together (preferably not on the ground floor)
- Set times for pupils to be in their rooms at night. Conduct head count (using the other staff)
- Enforce expected standards of behaviour
- Keep an account of all expenditure
- Record all accidents and near misses
- Record all administration and dosages of medicine in a medical log

### **Transport considerations:**

#### **Coaches**

- On coaches, all pupils must have a seat belt and fasten it. It is the responsibility of the accompanying adults to ensure that each pupil is safely buckled in before departure
- No pupils should sit in the front seat or the middle seat of the back row of the coach on any trip or adjacent to the emergency exit
- Accompanying staff should be distributed throughout the coach
- Check that the driver is aware of the route before leaving
- Pupils must remain seated and talk quietly in order not to distract the driver (group singing should be discouraged). Mobile phones, iPods and other personal technological equipment are not permitted.



## **Tube**

- If your journey includes travel in the tube, the adult: pupil ratio should be 1:4
- The route should be worked out in advance. All pupils should be aware of the final stop and destination
- Tickets should be purchased in advance via the School Office
- The tube station should be notified in order to provide assistance if possible
- Clothing should be safe for escalators and tube doors e.g. no long scarves
- Pupils stand single-file on escalators to the right. One adult leads and another should be at the rear with other staff distributed throughout the line
- Pupils make their way along the platform to the front of the train nearest the driver
- If it is possible to be seated, then pupils must do so, sharing seats if they are able
- At least one adult should be last on/last off the train and check that all pupils are off the train before disembarking herself or himself.
- On disembarking, pupils should make their way immediately to the wall of the platform and await further instructions
- Quiet, orderly and good behaviour is expected of pupils at all times

## **On foot**

- One adult leads and another should be at the rear with other staff distributed throughout the line
- All crossing of roads must be done in silence. No pupil must cross until an adult proceeds into the road having seen the way clear or having stopped traffic
- Once a road is crossed the leading pupils must stop and wait for the leading adult at a safe distance along the way
- It is sometimes more sensible for the pupils to line out facing the road in single file with all crossing at the same time once an adult has ensured that it is safe to do so
- Pupils should walk in pairs except where to do so would impede other pedestrians or be dangerous. Attention must be paid at all times to the courteous treatment of members of the public: this includes not running or shouting/laughing loudly in the street or in venues
- Wherever possible, routes should be planned so that roads are crossed via a controlled/green man crossing

## **Behaviour**

Outside the School, pupils act as ambassadors for the School. We have frequently been complimented on the courtesy, intelligent interest and exemplary behaviour of our pupils, and this should be communicated to those about to embark on an educational visit to reinforce their determination to acquit themselves well in public. Simple directives to follow which help to ensure this:

- Pupils should always have an adult in close range, preferably in view
- Work should most often be done in small co-operative groups
- Good preparation will focus pupils' attention on the purpose of the visit
- Rules of the museum/gallery/venue (e.g. do not handle exhibits) should be discussed beforehand and enforced
- Vigilance and discreet reminders are essential
- Quiet, orderly and good behaviour is expected of pupils at all times, including on public transport

## **Illness or minor accidents**

If a pupil has a minor accident or becomes ill, the Group Leader or another member of staff, will take them to the local hospital or clinic. If the trip is outside the UK, the Group Leader will notify the School's insurers on their helpline to arrange (where possible) for the medical bill to be sent directly to the insurance company for settlement. If the accident is more serious, the School's insurers may arrange for the pupil, accompanied by a member of staff, to be repatriated to the UK. The Headteacher will phone the pupil's parents if their child has suffered an accident or injury that is serious enough to require medical treatment – as opposed to minor cuts and bruises.

## **Missing Child**

Detailed procedures to be followed in the event of a pupil going missing on an educational visit are covered in the School's Missing Child Policy.

## **Emergency procedures**

In the event of a serious accident resulting in the injury or death of one or more of the pupils and staff, the Group Leader's first priority is to summon the emergency services and to arrange for medical attention for the injured party. One of the accompanying members of staff should accompany the injured pupil(s) to hospital and at the same time, another member of staff should contact the School.

After ensuring that the rest of the group are safe and looked after, the Group Leader will:

- Inform the Headteacher or on-call member of the SMT of what has happened
- Where the full facts have not yet emerged, ensure that follow-up communications with the Headteacher are maintained in order for information to be released to the press
- Liaise with the Bursar and the Headteacher who will arrange for the School's insurers to be contacted as quickly as possible, together with the British Consul, if the accident happened overseas
- Keep a full record of the incident, the injuries and of the actions taken; record witness details, and preserve any evidence.
- As soon as practicable, complete relevant Health and Safety Executive report forms and where appropriate report under *Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013* (RIDDOR)

Where appropriate, the School's Crisis Management Policy will be implemented

Communication with the media should be left to the Headteacher. The Group Leader and all other staff will refer the media to the School.

The following documents provide helpful guidance:

DfE guidance *Health and safety: advice on legal duties and powers. For local authorities, school leaders, school staff and governing bodies* (2014)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335111/DfE\\_Health\\_and\\_Safety\\_Advice\\_06\\_02\\_14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335111/DfE_Health_and_Safety_Advice_06_02_14.pdf)

Health and Safety Executive FAQs relating to school trips:

<http://www.hse.gov.uk/services/education/faqs.htm>

Health and Safety Executive Risk Education: some of the guidance on educational visits:

<http://www.hse.gov.uk/education/visits.htm>

ATL Union publication *Taking Children Offsite*:

<http://www.atl.org.uk/publications-and-resources/legal-employment-advice/taking-students-off-site.asp>

### **After an emergency event**

After a serious incident it is not always possible to assess whether a group has been traumatised by an experience. In some circumstances schools will need extra help to provide emotional support, debriefing and counselling.

### **Debriefing and planning with staff**

School staff may feel responsible for supporting the pupil or class during a period of crisis. However, they also have to deal with their own emotions. It is important that staff members have support networks readily available and feel able to ask for help. Senior staff and Governors need to be aware that these reactions may occur and should seek appropriate guidance from outside agencies.

It is also important to remember that School staff, including teachers and teaching assistants, are not trained counsellors. They are not expected to offer bereavement counselling. Listening and being available for comfort are the main skills required. However, if members of staff feel unable to offer support because of their own reactions, this should be acknowledged and accepted, and other colleagues should be considered for the role.

### **Debriefing sessions for pupils**

Evidence suggests that when pupils are directly involved as witnesses to a traumatic incident they benefit from structured debriefing sessions. Debriefing can also benefit pupils on the periphery of an incident. This enables them to express what they saw or heard, how it affected them and how they feel about it in retrospect.

Schools are often able to handle this process. For more demanding and emotive situations, however, specialist support is valuable and can provide this support. Specialist help needs careful planning and is likely to be given between one and four weeks after the incident. It is essential to get parental consent to their children's involvement.

### **Delayed return**

If the return from a visit is delayed, the Group Leader will phone the School Office, who will in turn contact all the parents using the Class Reps' contact list or via ParentMail to alert them to the delay and the revised time of arrival.

## **On return**

The Group Leader will provide the Assistant Head with a report on the visit

The Group Leader will return all School property (together with a report of any lost or damaged property)

## **Report for Governors**

The Headteacher's termly report to the Governors will contain a synopsis of all the School trips and visits that have taken place since the last report. The Assistant Head will invite the Group Leader of each trip to draft a short report.

## **Linked Policies**

- Behaviour Policy
- Crisis Management Policy
- Curriculum Policy
- First Aid Policy
- Safeguarding and Child Protection Policy
- Safeguarding Information for Volunteers
- Supervision of Pupils Policy
- Missing Child Policy
- Risk Assessment Policy

## APPENDIX 1. EDUCATIONAL VISITS REQUEST FORM

All educational visits must be approved in advance, no less than half a term. To arrange an educational visit and fix it in the diary please complete and submit this form. Only make the booking once the visit has been approved.

<b>ARRANGEMENTS</b>	
Venue	
Day of week	
Date	
Departure time	
Time expected at venue	
Time leaving venue	
Time expected back at School	
<b>WHO</b>	
Year Groups	
Teacher organising	
Other staff accompanying	
Parents accompanying	
<b>COST</b>	
Catering – staff/pupils/parents	
Travel – coach/public transport	
Exhibition/workshop etc.	
How is this trip linked to your curriculum?	
Total cost	
<b>MODE OF TRAVEL</b>	
Tube/coach/walking	

Risk Assessments should be discussed with RP and completed one week before the visit takes place.

Approved by: \_\_\_\_\_ (RP)                      Date: \_\_\_\_\_

Approved by: \_\_\_\_\_ (Bursar)                      Date: \_\_\_\_\_

Copy to: Bursar  School Office

**APPENDIX 2. EDUCATIONAL VISITS INFORMATION FORM**

You can use this as a preliminary sheet when you begin to arrange an educational visit and wish to fix it in the diary, save and then complete when arrangements are finalised.

**Staff freed up:**

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ARRANGEMENTS		TRANSPORT
Venue		
Day of week		
Date		
Departure time		
Time expected at venue		
Time leaving venue		
Time expected back at School		
<b>WHO</b>		
Year Groups		
Teacher organising		
Other staff attending		
Parents attending		
All parents attending have read and signed the Parents' Guidelines		

Have you filled in the Final Checklist?

Yes\_\_\_\_/No\_\_\_\_

Please attach any Risk Assessment forms for the School Office copy

**APPENDIX 3. EDUCATIONAL VISITS CONSENT FORM**

[Date]

Dear Parents,

**Year [x] Visit to [xxxxxxxxxxxxxx]**

Departing at [xxxx] on [xxxxxx] from the School/Meeting at [xxxx] on [xxxxxx] at Parliament Hill Fields

**Proposed itinerary**

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Maximum number of pupils [xx], who will be accompanied by [x] members of staff plus [x] parent volunteers.

NB: payment for the visit, including any deposit, is non-returnable in case of non-attendance.

**Clothing**

Pupils should wear/take

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**Type of accommodation**

[Youth hostel or similar in [xxxxxx] for [x] nights where there is simple dormitory accommodation]

**Transport**

School to [xxxx] by coach/train/tube/bus/on foot

NB: it is School policy always to book coaches fitted with seat belts

<b>Medical Information</b>	<b>Yes</b>	<b>No</b>	<b>Details</b>
Does your child have any chronic or recurring medical conditions needing regular or occasional medication or treatment which have not previously been advised in writing to the School?  Please supply any medication, named, with clear dosage instructions			
Does your child have any allergies or sensitivities to food, medication, pets?			
Does your child suffer from travel sickness? If so, may we give them a travel sickness tablet?  Please supply the travel sickness medication, named, with clear dosage instructions			
Do we have your permission to give your child a non-prescription pain reliever such as paracetamol?			
To the best of your knowledge, has your child been in contact with any infectious disease in the past four weeks?			
Does your child suffer from any phobia which might make it unsafe for them to participate in any of the planned activities?			
Date of last tetanus injection			

### **Consent to emergency treatment**

I authorise the Group Leader, or an authorised deputy acting on his/her behalf, to consent on the advice of an appropriately qualified medical specialist to my child receiving emergency medical treatment, including general anaesthetic, blood transfusion and surgical procedure under the NHS/the School's travel insurance cover if he/she is unable to contact me in time.

Please sign and return this letter to the class teacher by [xxxxxx].

**Name**

**Title**

**Signed** \_\_\_\_\_ **Name** \_\_\_\_\_ (Parent/Guardian<sup>1</sup>)

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<sup>1</sup> By signing this form you confirm that you have informed and/or consulted any person with parental responsibility for your child.



**Contact details for the period covered by the trip**

Name \_\_\_\_\_ Mobile \_\_\_\_\_

Land line \_\_\_\_\_ Work \_\_\_\_\_

Email \_\_\_\_\_

Family doctor \_\_\_\_\_ Tel No \_\_\_\_\_

**Behaviour code**

I understand that my child will be subject to the normal School rules of behaviour throughout the visit. I agree to my child following guidance on health and safety given either by a member of staff or by an instructor at the activity centre at all times. I accept that where my child's disregard for the code of behaviour either causes danger to my child or to others, or offence to local customs, or is a serious breach of School discipline, I may be asked to collect my child forthwith at my own expense.

### APPENDIX 4a. EDUCATIONAL VISITS RISK ASSESSMENT: LOW RISK

<b>Risk area</b>	<b>Trip to Museum/Theatre/Historical Building</b>			
Assessment performed by				
Place being visited				
Date of trip				
Year Group				
Accompanying staff				
Accompanying parents				
Mode of transport				
High visibility jackets needed for pupils/staff	Always for both			
Copy of venue's own Risk Assessment Policy provided	Yes/No (if No, give reasons)			
Risk Area	Estimated level of risk			Action to be taken (if any)
	High	Med	Low	
1. Too few teachers and parent helpers				
2. Pupils unaware of the rules for the visit				
3. Inadequate security measures for pupils				
4. Lack of first-aid kits				
5. No qualified first-aiders				
6. Lack of medications, inhalers, etc.				
7. No mobile phone for emergencies				
8. Minor accidents				
9. Risks relating to transport				
10. Risks relating to a major incident				'Run, Hide, Tell'. Get the pupils away from the site and on to smaller/quieter roads. Contact emergency services. Phone School. If appropriate, start to walk the pupils back to School - always bring a printed map or print-off from Google Maps for this purpose where it is feasible. Staff members to share School mobile numbers prior to trip
11. Other				
<p>If one of these hazards is identified, please tick <input type="checkbox"/> the level of risk, and indicate the date when any consequent controls were put in place. For additional hazards and/or control measures, please use the table above.</p>				

**APPENDIX 4b. EDUCATIONAL VISITS RISK ASSESSMENT: MEDIUM RISK**

<b>Risk area</b>	<b>Trip to Swimming Pool/Adventure Centre/Canoeing/Kayaking</b>			
Assessment performed by				
Place being visited				
Date of trip				
Year Group				
Accompanying staff				
Accompanying parents				
Mode of transport				
High visibility jackets needed for pupils/staff	Always for both			
Copy of venue's own Risk Assessment Policy provided	Yes/No (if No, give reasons)			
<b>Risk Area</b>	<b>Estimated level of risk</b>			<b>Action to be taken (if any)</b>
	<b>High</b>	<b>Med</b>	<b>Low</b>	
1. Too few teachers and parent helpers				
2. Pupils unaware of the rules for the visit				
3. Inadequate security measures for pupils				
4. Lack of first-aid kits				
5. No qualified first-aiders				
6. Lack of medications, inhalers, etc.				
7. No mobile phone for emergencies				
8. Minor accidents				
9. Risks relating to transport				
10. Risks relating to a major incident				'Run, Hide, Tell'. Get the pupils away from the site and on to smaller/quieter roads. Contact emergency services. Phone School. If appropriate, start to walk the pupils back to School - always bring a printed map or print-off from Google Maps for this purpose where it is feasible. Staff members to share School mobile numbers prior to trip
11. Other				
If one of these hazards is identified, please tick <input type="checkbox"/> the level of risk, and indicate the date when any consequent controls were put in place. For additional hazards and/or control measures, please use the table above.				

**APPENDIX 4c. EDUCATIONAL VISITS RISK ASSESSMENT: RESIDENTIAL VISITS**

<b>Risk area</b>	<b>Residential trip to Skreens Park/Snowdonia/France</b>			
Assessment performed by				
Place being visited				
Date of trip				
Year Group				
Accompanying staff				
Accompanying parents				
Mode of transport				
High visibility jackets needed for pupils/staff	Always for both			
Copy of venue's own Risk Assessment Policy provided	Yes/No (if No, give reasons)			
<b>Risk Area</b>	<b>Estimated level of risk</b>			<b>Action to be taken (if any)</b>
	<b>High</b>	<b>Med.</b>	<b>Low</b>	
1. Too few teachers and parent helpers				
2. Pupils unaware of the rules for the visit				
3. Inadequate security measures for pupils				
4. Lack of first-aid kits				
5. No qualified first-aiders				
6. Lack of medications, inhalers, etc.				
7. No mobile phone for emergencies				
8. Minor accidents				
9. Risks relating to transport				
10. Risks relating to accommodation				
11. Is accommodation securely locked during daytime activities? Yes/No				
12. Is accommodation securely locked at night? Yes/No (If Yes, give details of the nature of security and if there is a key, where is it kept? If No, explain measures of security in place?)				
14. Risks relating to a major incident				'Run, Hide, Tell'. Get the pupils away from the site and on to smaller/quieter roads. Contact emergency services. Phone School. If appropriate, start to walk the pupils back to School - always bring a printed map or print-off from Google Maps for this purpose where it is feasible. Staff members to share School mobile numbers prior to trip
15. Other				
If one of these hazards is identified, please tick <input type="checkbox"/> the level of risk, and indicate the date when any consequent controls were put in place. For additional hazards and/or control measures, please use the table above.				

**APPENDIX 4d. EDUCATIONAL VISITS RISK ASSESSMENT: COACH HIRE**

<b>Risk area</b>	<b>Third party transport</b>			
Assessment performed by				
Place being visited				
Date of trip				
Year Group				
Accompanying staff				
Accompanying parents				
High visibility jackets needed for pupils/staff	Always for both			
Copy of coach company's own Risk Assessment Policy provided	Yes/No (if No, give reasons)			
<b>Risk Area</b>	<b>Estimated level of risk</b>			<b>Action to be taken (if any)</b>
	<b>High</b>	<b>Med.</b>	<b>Low</b>	
1. Reputable coach firm not used				
2. Standard seat belts not fitted				
3. Fire extinguishers not fitted				
4. Lack of first-aid kits				
5. Insurance arrangements not checked or in place				
6. Coach company to confirm that safety checks have been made				
7. Confirmation that drivers are DBS checked				
If one of these hazards is identified, please tick <input type="checkbox"/> the level of risk, and indicate the date when any consequent controls were put in place. For additional hazards and/or control measures, please use the table above.				

## **APPENDIX 5. EDUCATIONAL VISITS POLICY: PARENTS' GUIDELINES** **[To be sent out one week in advance]**

In accordance with DfE advice and using guidelines issued by the NAHT the School makes this statement about the use of volunteer helpers on the premises and for off-site activities. The School values the many and varied contributions of time made by parents and guardians (hereafter "parents") in assisting the supervision of pupils on School educational visits, at special events and in voluntary help which assists the delivery of the curriculum within the School. All staff are DBS checked as a matter of routine on appointment and parents who have regular, prolonged unsupervised contact with pupils, such as library monitors, agree to the same. It is not practical to require all parents who volunteer their services as supervisors for the occasional activities to submit to the same vetting procedures. This does mean, however, that a person who has not been DBS checked should not have unsupervised access to any of the pupils.

The following guidelines should be adhered to:

- You should be prepared to follow the instructions of the group leader
- You will normally be allocated responsibility for a small number of pupils
- Your group of pupils will be paired with a staff member and their group of pupils. That member of staff (including teaching assistants) is the School's representative on the trip and should be deferred to where necessary
- It is assumed that you will support the School's expectations of considerate, self-disciplined, vigilant behaviour that does credit to the ethos of the School
- You should support members of staff crossing roads safely and in silence, and following rules for safe use of transport
- Pupils needing the use of toilet facilities must be accompanied by a member of the School staff. If a pupil in your group needs the toilet, your whole group, together with your paired staff member group, should go together
- You should not provide food or favours to pupils (including your own children)
- As far as possible it should be a member of the School staff who attends a pupil who needs to be kept apart due to a medical or personal emergency. If there is a medical/emergency centre at the venue, it is acceptable for a volunteer helper to remain with the pupil
- You must appreciate the need to be discreet; please do not speak about the behaviour of individual or groups of pupils with others
- Other than where there is an immediate risk to pupil safety, there should be no reason to have any physical contact with pupils; please speak to a member of staff about what you should do if this seems problematic
- If a pupil sustains an injury during the educational visit, please let a member of staff know as soon as possible. Please do not try and attend to the injury yourself
- If a pupil appears unduly upset, please let a member of staff know; please do not try and deal with the upset yourself
- If a pupil discloses something to you which is troubling, please speak discreetly to a member of staff as soon as you are able
- If you notice that a pupil has/had an injury (such as bruising other than to the knees) which you are not aware that the School knows about, please mention this discreetly to a member of staff.
- Personal mobile phones should not be used at any point during the trip
- Please do not photograph/film pupils on any device other than a School camera

I have read and agreed to the policy outlined above.

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

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



## APPENDIX 7. EDUCATIONAL VISITS FINAL CHECKLIST

Please tick to show you have completed the following procedures.

Teacher organising : \_\_\_\_\_ Class(es) participating: \_\_\_\_\_

1. You are familiar with the venue i.e. you have visited it recently (within the last three years)	
2. You have checked with the Headteacher that you can go ahead with the visit	
3. You have given sufficient notice (usually half a term) to the School Office	
4. You have cleared with staff concerned (all those teaching the class on that day). It is vital to check with staff as there may be a compelling reason why a class should not go out on a particular day. Please inform the Music Co-ordinator so that she can alert peripatetic staff that you will be absent	
5. You have booking details in writing (including risk assessment documentation from the venue)	
6. Transport arrangements have been made	
7. You have completed your own risk assessment for the educational visit	
8. You have informed the parents (the Assistant Head needs to see these letters before they go out) and collected all the permission slips for pupils attending	
9. You have arranged for others to accompany you (no more than three staff members per class)	
10. You have sent out the Parents' Guidelines (Appendix 5) at least one week in advance and received back the signed copies	
11. Adult/pupil ratios should be: EYFS 1:4, KS1 1:6, KS2 1:8, but for tube journeys 1:4. Make the numbers up with parents, who are usually keen to join in	
12. You have made any arrangements for lunch necessary for the day	
13. You have copied and given educational visits guidelines to accompanying parents	
14. You have investigated whether any of the pupils has a special or medical need that requires particular provision and arranged for any vital medical equipment (especially epi-pens, inhalers, insulin) to be taken  Name of pupil: _____ Name of medication: _____  Name of pupil: _____ Name of medication: _____	
15. You have ensured that classes or duties you will be missing are covered	
16. You have filled in the information sheet on the educational visit that will be distributed to the School Office and staff concerned	
17. You have you emailed the School Secretary a reminder letter giving details of accompanying staff to ParentMail two days before the trip	
18. You have briefed accompanying parents about the trip, in person, ideally immediately prior to departure	
19. You have centrally recorded which parents offered to help and which ones are accompanying the trip	