Inspire Partnership Academy Trust

Woodside
PRIMARY SCHOOL

Woodside Primary School

Educational Visits Policy

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Introduction

Trips, visits and learning off-site comprise an essential part of the school curriculum at Woodside Primary School.

Successful trips provide memorable learning experiences and enhance the children's education in ways that are not always possible in the classroom. The school is committed to providing school visits as a positive tool to develop pupils' independence, investigative learning skills, and to build their experience of the local and wider world. Within school, responsibility for educational visits rests with Headteacher and the Educational Visits Coordinator (EVC), however all school staff have a responsibility to familiarise themselves with this policy and the school procedures.

Definition

For the purposes of this policy, an 'educational visit' means any educational, cultural or sporting activity that requires the pupils to leave the school premises having been authorised to do so by the Headteacher. This includes the following:

- Visits to places of interest in the local area
- Day visits to museums, galleries and places of educational interest
- Sporting activities including swimming sessions
- Outward bound and adventurous activities
- Visits abroad

Key contacts and additional information

This policy has drawn on guidance from the Department for Education (DfE) and the Outdoor Education Advisors' Panel (OEAP)

- Headteacher: Imandeep Atwal
- School EVC (Educational Visits Coordinator): Name
- DfE guidance https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits
- OEAP website for additional guidance for school, EVC and leaders - http://oeapng.info/

Aims and expectations

Children in the school will have at least one educational visit or visitor each half term. These trips are planned to support and broaden the children's understanding of the current topic. Class teachers may arrange additional visits throughout the year following authorisation from senior leaders, providing the costs for the school year are not excessive. In addition to this, there will be additional trips arranged throughout the year, such as opportunities to participate in sports competitions, attend citizenship events or perform in music concerts.

We believe that there are many key outcomes and benefits that come from frequent educational visits:

- Enjoyment and fulfilment: children enjoy participating and adopt a positive attitude to challenge and adventure
- Confidence: children gain personal confidence and self-esteem
- Social awareness: children develop their self-awareness and social skills; they appreciate the contributions and achievements of themselves and others

- Environmental awareness: children become alive to the environment, natural and man-made, in which they live, and understand important concepts including sustainable development and conservation
- Personal qualities: children demonstrate increased initiative, self-reliance, responsibility, independence, perseverance and commitment
- Key skills: children develop and extend their skills of communication, problem solving, leadership and teamwork
- Health and fitness: children learn to appreciate the benefits of physical exercise and activity and the lifelong value of participation in leisure activities
- Motivation for learning: children display an increased motivation and appetite for learning that contributes to raised levels of attainment and achievement in other aspects of their education
- Broadening experiences and understanding of life in modern Britain : Children become open to a wider, diverse range of opportunities, for example through exploring different cultures and religions, and meeting people from all walks of life. They gain a deepening understanding of life in modern Britain.

Equal opportunities and inclusion

We have a firm commitment to and ensure that every effort is made to include all children, irrespective of their special educational or medical need, disability, ethnic origin, sex or religion. This is in line with our school ethos and the Equality Act 2010. Accessibility issues will be considered as part of the planning process and realistic modification or adaptations will be made wherever possible.

Roles and responsibilities

The Headteacher

This is the key role for ensuring that the management of visits and trips meets the regulations and conforms to the school's Health and Safety and Safeguarding Policies. Any delegation of responsibilities must be done with a clear rationale, derived from a good knowledge of the people concerned; the visits and activities, the aims and objectives; and the risk assessments required.

The Headteacher will ensure:

- The school's Educational Visit Policy and guidance is adhered to at all times and kept up to date
- Visits comply with guidance and are notified and submitted in advance
- Risk assessments and suitable safeguarding arrangements are in place (including DBS checks)
- Educational Visits Coordinator (EVC) and staff training is up to date and effective
- Staff leading visits are competent and experienced, and are clear about their role and that of any accompanying adults, including volunteers
- Arrangements for medical needs and any other inclusion considerations have been met
- Transport and insurance arrangements are appropriate and meet requirements
- Where the activity or visit involves a third party provider: appropriate checks have been made and assurances obtained; a clear contract is in place setting out what the contractor is to provide and that the provider holds sufficient indemnity insurance
- Emergency procedures and contacts are clear and in place
- Where charges are made, these are within legal and employer requirements; procedures are in place to account for finance of activities and visits
- The breadth of educational visits planned across the school and pupil attendance on visits is continuously monitored and reviewed to ensure equity of experience for all children

The Educational Visits Coordinator (EVC)

The school has appointed an Educational Visits Coordinator (EVC) whose role is to coordinate the planning and management of these activities. All off-site activities must be approved by the EVC at least four weeks prior to the proposed date of the trip, unless the trip has been planned in response to an educational opportunity that has arisen, for example a last minute invitation to a significant event or rearranged sporting fixture. The EVC will:

- Be appointed by/be the Headteacher
- Have appropriate training to fulfil the role, and have experience of leading educational visits
- Keep the policy and guidance up to date
- Provide support to staff by being involved in the planning and management of visits, monitor the planning and delivery of visits and evaluate visits with staff
- Oversee the necessary paperwork and risk assessments, ensuring they meet guidance requirements and will maintain records of visits
- Ensure the Department for Education (DfE) guidance is adhered to, and keep abreast of advice from the Outdoor Education Advisors' Panel (OEAP)
- Ensure medical and first aid issues are addressed
- Ensure emergency procedures are in place, clear to all staff, and adhered to

The Trip Leader

This is the person with overall responsibility for the risk assessment, administration, programme, supervision and conduct of the venture. They are therefore an important part of the health and safety and good practice support system, and should both understand their own responsibilities and those of the other people in the process who contribute to their support, success and confidence. The Trip Leader has full responsibility for the safe running of the activity including pre-planning and following guidance, and ensuring all participants are aware of their roles.

To achieve this, the Trip Leader will:

- Identify the clear purpose and objectives of the visit.
- Complete visit documentation, and obtain approval from the Headteacher/ EVC for any visit off-site, no matter how short its duration.
- Have prior knowledge of the venue – the trip leader should normally have made an exploratory pre-visit.
- Carry out, and provide a comprehensive risk assessment, including individual risk assessments for children who require additional support or adjustments in order to access the visit
- Ensure that all proper means of transport have been catered for.
- Inform parents and seek permission/consent, detailing the nature, purpose and related activities involved in the visit.
- Arrange briefing meetings with parents, as appropriate, for high risk, residential and visits abroad.
- Liaise with the office to ensure that any specific medical or health issues of pupils or accompanying staff are taken into consideration within the planning and that their needs are catered for.
- Allocate supervisory responsibility to each adult for named pupils and ensure that each adult knows which pupils they are responsible for, and to ensure that each pupil knows which adult is responsible for them.
- Brief any parent volunteers before the visit with the risk assessment, expectations and procedures
- Continuously monitor the appropriateness of the activity.

Members of the group with specific responsibilities

These people will assist the Trip Leader in all their tasks and activities and will need to demonstrate person specific, pastoral, technical and management expertise. The list of responsibilities and competencies for the members of the group will need to be supplemented according to circumstances.

Responsibilities of the children

As school trips and visits are an extension of the curriculum, Woodside Primary school expects its pupils to adhere to the principles stated in the school's Behaviour Policy. Whilst we acknowledge that enjoyment is a fundamental ingredient of any visit or trip, pupil safety is paramount.

- Procedures, group and supervision arrangements/strategies must be explained and understood.
- Children with an individual risk assessment for a specific need or behaviour to be aware of the arrangements and procedures as necessary.

Parents and Carers

Parents and carers also have an important role in working with the school to ensure that their child accesses a visit or activity successfully.

Parents should:

- Inform the Trip Leader about any medical, psychological or physical condition their child may have that is relevant to the visit
- Provide emergency contact numbers
- Sign the consent form – usually electronically via Arbor or as dictated in the letter
- For further information on the role of parents, go to http://oeapng.info/parents/

Planning and preparation for a trip

Planning of trips

The majority of educational visits will be set by year group/phase teams at the beginning of the academic year to enable the school to get the best value for money in terms of tickets and transport, as well as ensuring equity of offer across year groups. This will also support parents in planning for any costs arising well in advance and also in booking time off work to support. Parents will be informed of the calendar of visits in the autumn 1 newsletter. Additional local trips may also be added to the calendar throughout the year, as well as any opportunities that arise. These will be communicated with parents in good time.

The EVC will work with year group teams at the beginning of each academic year to ensure that educational visits are mapped out appropriately and linked with purpose to the curriculum. The EVC will ensure there is an equity of offer across the school and ensure that all paperwork linked to these visits is completed at least four weeks before the trip takes place.

Procedure

The best practice to be adhered to in the arranging of school trips is as follows:

- When planning for an educational visit, teachers should consult with the EVC and Phase Leader to discuss the purpose and appropriateness of the proposed trip.
- The designated Trip Leader must then complete **FORM A** and give it to the EVC for approval at least four weeks prior to the proposed date of the trip.
- For adventurous activities or visits abroad checks must be made to ensure the provider has LOtC Quality Badge or equivalent safety accreditations.

- Once approved, the Trip Leader can begin to arrange the trip using the Trip Checklist 'before the trip' **FORM B** This will include:
    - Completing the order form for school packed lunches to be given to the kitchen at least two weeks before the visit **FORM D**
    - Ensure a thorough risk assessment is completed **FORM F** and given to the EVC for approval at least two weeks prior to the proposed date of the trip.
    - Ensuring parent messaging is sent out at least three weeks in advance, more if there is an expense **FORM H**
- On the day of the trip, the Trip Leader should use the 'on the day' checklist **FORM B** to ensure that everyone going on the trip is well informed. This will include:
    - Giving the emergency contact information **FORM C** to the school office and all school staff who are supporting on the trip
    - Reviewing the What do I need to know? checklist **FORM E** with all pupils, parents and staff before setting off on the trip
    - Ensuring that a staff member has fully briefed any parent volunteers on the expectations **FORM J**

Inclusion

All pupils, regardless of background or abilities, should be able to take part in every aspect of our school life, including visits.

SEND

If a pupil with a disability or an education, health and care (EHC) plan, or any other specific needs (e.g. medical conditions including allergies) is participating in the visit, they will have the same support that is available to them during the school day.

We will adjust the trip programme where necessary, working with parents/carers to provide additional support, making reasonable adjustments to itineraries, providing additional support staff, and other adjustments as appropriate.

Additional risk assessments may be carried out to ensure the safety of all staff and pupils.

Challenging behaviour

In some cases, it may be reasonable and necessary to prevent a pupil with challenging behaviour from coming on a trip to protect their safety and the safety of the other pupils attending.

We will consider all reasonable options to help the pupil go on the trip safely, such as adapting the trip itinerary and increasing staffing numbers so the pupil can be supervised on a 1:1 basis.

Risk assessments

A full risk assessment must be completed at least two weeks prior to a trip, which must be approved by the school's EVC, using the school's risk assessment template. To support the process, existing risk assessments can be used, evaluated and updated, including generic risk assessments provided by the centre to be visited, risk assessments completed by colleagues who carried out the same trip and/or the generic risk assessments available on the school server. The risk assessment must include details of any specific medical issues, additional support for individual children and details of adult helpers. A copy should be taken on the trip, and another copy left with the EVC.

Despite the most detailed and meticulous pre-visit planning, things can go wrong on the day, e.g. parent helper is unavailable, member of staff is ill, transport fails to arrive, museum has lost the booking. To avoid having to make important decisions under pressure, it is important that some advanced thinking is done to cater for any foreseeable eventuality. Staff are encouraged to detail 'plan B' in their risk assessment.

Individual risk assessments

In line with Woodside Primary School's commitment to ensure that all children access educational visits as part of their curriculum offer, detailed individual risk assessments must be drawn up for any child who requires more support, for example in regards to behaviour or SEND need. This will be written with input from the school's SENCO, EVC and Headteacher. All children will be expected to go on an education visit, unless other plans have been discussed with the Headteacher in collaboration with the parents.

Preliminary visits to inform the risk assessment

It is best practice that Trip Leaders planning an off-site visit should make a preliminary visit to the venue, in order to carry out an on-site risk assessment. It is important to take into account the probable weather conditions at the time of year proposed for the trip, and the Trip Leader should take careful account of the facilities available, with due regard to the proposed size of the group. The Trip Leader should also assess the site's suitability with regards to the age and any particular needs of the children. They should also consider the venue's own approach to security and to health and safety. Venues providing instructor-led activities will have their own risk assessments for particular sessions, and these assessments may be adopted if it is impractical for the Trip Leader to experience the activity beforehand, or if they lack the skills required to make informed judgements about the risks it may involve.

Parental consent and communication

Parents and carers are entitled to be as fully informed as possible about the aims and planning arrangements of the proposed off site activity. When a child starts at Woodside Primary School n Reception, parents will be asked to give blanket permission for their child to attend local school trips FORM K Local trips refer to any trips or off site activities that are within walking distance of the school site. However, parents will still be informed that the visit is taking place.

Written consent will be requested from parents each time that a visit takes place that involves taking public transport and/or for which there is a cost. Consent will be collected on Arbor or via a letter. Communication about any trip will go out to parents well in advance of the visit and at least four weeks before a trip that has a cost attached.

If a parent has any concerns or questions about a school visit, the school welcomes this dialogue and would encourage them to speak with their child's class teacher in the first instance, which will be followed up by the leadership team if needed. The school is committed to working in partnership and ensuring that parents feel confident with any trips and visits that take place.

Staffing supervision

Woodside Primary School recognises that accompanying staff possess a key role in ensuring the high standards of learning, challenge and safety on a school trip. The levels of supervision will determine not only the health and safety of the children and their leaders, but also the quality of the overall experience. All trips should be individually risk assessed to ascertain the safe level of adult supervision required.

A general guide is outlined below:

- Nursery classes: a ratio of 1 adult for every 2 children
- Reception classes: a ratio of 1 adult for every 4 children
- Years 1 to 3: a ratio of 1 adult for every 6 pupils.
- Years 4 to 6: a ratio of 1 adult for every 10-15 pupils.

If a child with an Education Health Care Plan is participating in the trip, this pupil must have the same support that is ordinarily available to them during the school day.

Safeguarding and trip safety

The school takes the safety of its pupils on off-site visits extremely seriously. All supervising adults must be made aware of the duty of care which is placed upon them. The school's Safeguarding Policy will be implemented during all off-site activities.

The school will adhere to the following to ensure the safety of children on educational visits:

- ECTs to be accompanied by an experienced member of the teaching staff on their first visit and ongoing support to be provided if necessary
- Supervising adults to include a member of staff who is trained in first aid where possible
- For EYFS trips, at least one paediatric first aider must accompany children
- Supervising adults must know of any special medical details relevant to any pupil
- First aid kits and any individual medicines, e.g., asthma pumps, must be taken on the trip
- Children to be briefed about the importance of staying with their partner/group/adult helper
- Any adult who has not been DBS checked should not be left alone with children during any activity
- Adults must never travel alone with a child in their own vehicle
- Any adult helpers must be fully briefed prior to leaving, in writing, with names of children in their group, expectations and responsibilities, and mobile numbers of members of staff
- When walking along a pavement, children must be in a line in pairs (or single file if necessary) with teaching staff at the front and rear, and other adults alongside
- Regular headcounts to be taken

First aid

The School's Health and Safety Policy ensures that, as far as possible, the school buildings are an accident-free environment. The same standards apply to off-site, including all forms of visit and trips.

The provision of a first-aider does not prevent accidents, but it is an important part of the control measures that follow risk assessment. The school provides adequate and appropriate equipment, facilities and personnel at its locations to enable staff, pupils and visitors to be given first aid.

Decisions about the deployment of first aiders on visits and trips are based on risk assessments, which consider:

- The hazards in any environment and the risks they present.
- Any generic policies in place.
- The group and its needs (including medical)
- The leaders and activities to be undertaken
- The transport arrangements.
- The remoteness of any location and the ability to summon support.
- What first aid qualifications and experience are available at the trips provider's locations/centres.
- The history of any incidents or accidents in similar contexts.

Cover is proportional to the risk, rather than to group numbers or similar criteria.

Recording and reporting incidents and accidents

Accidents to children, leaders and volunteers will be recorded or reported in accordance with the established procedures. All accidents and emergencies will be recorded, in line with the health and safety policy. In the case of a serious injury, the parents and the Headteacher will be informed as soon as possible.

Safety and emergency procedures

The Trip Leader must always complete a full risk assessment prior to any educational visit. In cases where a child or children need urgent medical attention, one staff member will accompany that child for treatment, while other staff members and adults remain with the rest of the group. The school will be notified immediately, and they in turn will notify the parents.

Missing child protocol

In the unlikely event that a child becomes separated from their group, all staff and children must follow the procedures outlined below.

Instructions for Children (Briefed prior to departure)

If separated from the group, children must:

- Wait in their current location so the Trip Leader can retrace their steps to find them.
- If left on a tube/train, get off at the next station and wait.
- Speak only to adults in uniform (e.g., TfL staff, police, venue security) but under no circumstances go anywhere with them.

Instructions for Staff:

In the event of a missing child, staff will execute the following steps without delay:

- **Phase 1: Immediate Action & Notification (0 Minutes)**
    - **Immediate Escalation:** The Trip Leader must immediately contact the Police, the Headteacher, and the parents to inform them that the child is missing. *(Note: Typically, the Trip Leader will call the Police and the Headteacher, and the school office will immediately trigger the parental notification).* * Search: The Trip Leader and one other staff member will search the immediate vicinity. The Trip Leader will also immediately alert venue staff/security to the situation.
    - **Supervision:** A designated staff member will assume overall responsibility for the main group to ensure their continued safety and well-being.
- **Phase 2: Police Handover**
    - **Handover**: Upon police arrival, the Trip Leader will provide all relevant data about the child so the authorities can take over the search operation.
    - **Support**: The Trip Leader will remain at the scene to assist the police, maintain regular contact with the school, and comfort the child once found.
- **Phase 3: Group Return & Resolution**
    - **Safe Return**: The remaining staff and adult volunteers will escort the rest of the group back to the school.
    - **Investigation**: Following the incident, the Headteacher and Senior Leadership Team (SLT) will conduct a full, formal investigation to ascertain how the incident occurred and update risk assessment procedures as required.

Residential trips

In the case of residential trips, a parents' meeting will be held well in advance of the trip. This will provide all the relevant information, including the details of payment plans, which are always available on request. Special equipment/clothing will be listed as required; for example, for adventurous visits, additional or waterproof clothing may be necessary. Emergency telephone contacts must be obtained for all pupils

participating in residential activities, along with relevant medical information, on the parental consent form. The school will ensure that adults of each gender accompany the children on residential visits.

Frequently occurring day visits

Examples of these would be swimming sessions (which form part of the PE curriculum), sports fixtures and library visits that occur frequently throughout the school year. Parents will be informed of these visits and consent sought initially. The EVC should ensure that there is a risk assessment in place for these visits and that this is reviewed termly.

Payments for trips

When planning educational visits, class teachers will always consider the cost implications for parents. The school believes that every child is entitled to the full offer of trips and visits, and that cost should not be a barrier. Woodside Primary School is committed to working in partnership with parents in this regard.

Excessively expensive trips will be avoided wherever possible and if a trip is over £15 this will be discussed with the Headteacher. All payments by parents for school trips are made in the form of a voluntary contribution and all payments are made online via the school payment system. In the case of trips within London, class teachers will always seek to use public transport (which is free for school children) unless there are good reasons not to. For residential off-site visits where the costs are likely to be higher, payment plans are available, to spread the cost. In certain cases, the school may be able to subsidise the cost of school trips.

Behaviour on school trips

The school's Behaviour Policy applies equally to children when they are being educated off-site. Indeed, being outside of the school, expectations are even higher as children are acting as ambassadors for our school. We expect our pupils to behave courteously to all members of the public that they meet. It is essential for their own safety that they listen carefully to their accompanying adults and act on any instructions given to them. It is also essential that all children actively participate in all aspects of the trip as trips are an integral part of the child's education. Children will always be reminded of the behaviour expectations before going off-site on their visit.

Photography and recording equipment

Only school cameras and devices should be used for trips. No photographs of children should be taken by staff or volunteers using their own mobile phones. There must be permission to use any photographs or recordings of individual children before publishing to social media accounts, newsletters or websites. Permissions can be checked through the school office.

Other relevant policies and documents

This policy complements and supports a range of other policies:

- Curriculum Policy
- Health and Safety Policy
- First Aid and Medicines Policy

- Safeguarding Policy
- Behaviour Policy
- Equal Opportunity Policy

Appendix

Educational Visits – Outline Approval (Form A)

Purpose of the Visit and specific educational objectives:	
Places to be visited:	
Dates and times:	
Class / Year group:	
Trip Leader:	
Supervising Adults:	
First Aider:	
Individual Risk Assessment will be needed for:	

I request your approval to proceed with the proposed educational visit as outlined and have provided the preliminary information agreed. I understand that I need to complete all generic and individual Risk Assessments and gain parental approval following this initial approval.	
Signed by Trip Leader:	
Date:	
Approved by: (EVC/ HT/DHT)	
Date:	

Trip Leader Trip Checklist (Form B)

Purpose of visit:	Venue: Date:

Before the Trip:

1.	Obtain approval from HT/EVC (Form A) *(Check with school diary for possible clashes of dates)*	☐ Trip Leader
2.	Contact venue, make booking, put in school diary ASAP. *(Check venue has public liability insurance when booking)*	☐ Trip Leader
3.	Inform outside agencies e.g. psychotherapist, SALT, that children may not be available on this day.	☐ Trip Leader
4.	Organise mode of travel (*Minimum of 14 working days in advance for TfL)*	☐ Trip Leader
5.	Inform kitchen staff and order packed lunches at least 2 weeks in advance (Form D).	☐ Trip Leader
6.	Carry out exploratory visit. *(Consider SEN/VI/Mobility issues – transport, venue and relevant activities)*	☐ Trip Leader
7.	Complete a programme for the day.	☐ Trip Leader
8.	Complete Risk Assessment and relevant Individual Risk Assessments - submit to HT/EVC for approval, 2 weeks in advance.	☐ Trip Leader
9.	Organise adults (TAs/parents) for the visit: identify your and First Aider if necessary. Inform HT/EVC and the Office to enter into diary which adults are out.	☐ Trip Leader
10.	Letter to parents/carers – prepare draft and send to School Office to finalise. Include all information, including cost, deadline dates and any other important information or whether particular items of clothing should be worn (ie, wellies or PE kit), 4 weeks before. Consent and payment will be collated through Arbor	☐ Trip Leader
11.	Working with the office, monitor all pupil consent and money collected for every child attending. Chase all parents that have not provided consent	☐ Trip Leader
12.	Check the core timetable	

Trip Leader Checklist - On the Day:

Emergency Contact Information (Form C) completed and distributed to relevant school staff and the office.	☐	Trip Leader
Ensure each school adult going on the visit has a copy of the completed Risk Assessment (Form F).	☐	Trip Leader
Organise First Aid provision, including asthma pumps and EpiPens if applicable.	☐	Trip Leader
Distribute School Visit Guidance (Form H) for parents, if applicable.	☐	Trip Leader
Review Pupil Checklist (Form E) with children and adults supporting on the trip.	☐	Trip Leader

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Before leaving the school premises on the day of the trip, the Party Leader must provide the school office with a register of all staff, helpers and pupils going off site. Duplicate form to be kept by Teacher.

Please state names of staff & any additional helpers going on trip:
EXTRA NOTES:

PLEASE INITIAL SMALLER BOXES AND HAND THIS CHECKLIST TO HT/EVC WHEN COMPLETED AS SOON AS POSSIBLE.

EVC: _____ **Date:** _____

Inspire Partnership

Emergency Contact Information (Form C)

COMPLETE THIS ON THE DAY AND HAND INTO THE OFFICE BEFORE YOU LEAVE. ALL SCHOOL STAFF SUPPORTING ON THE TRIP ARE ALSO TO KEEP A COPY.

Class: _____

Venue:_____

Date/Time of Departure: _____

Date/Time of Return: _____

Teacher in charge: _____ Mobile: _____

<table>
<tr><td colspan="2">EMERGENCY CONTACT INFORMATION
School Telephone Number:
School Mobile:</td><td>If <u>not</u> travelling by coach, please state</td></tr>
<tr><td>Name Of Parent/ Carer/ Volunteer Going On Trip:
*
*
*
*</td><td>Emergency Telephone Number (ie, their mobile):</td><td></td></tr>
<tr><td>Name/S Of Staff Going On Trip:

*
*
*
*</td><td>Emergency Telephone Number (ie, their mobile):</td><td></td></tr>
<tr><td colspan="2">First Aider:</td><td></td></tr>
<tr><td colspan="3">NAME/S OF PUPILS WITH <u>SPECIAL</u> / <u>MEDICAL</u> NEEDS:</td></tr>
<tr><td>NUMBER OF PUPILS TAKEN ON TRIP:</td><td colspan="2">NAME/S OF PUPILS ABSENT:</td></tr>
<tr><td colspan="3">ANY LEFT PUPILS:

Where are they going?</td></tr>
<tr><td colspan="3">ANY OTHER INFO:</td></tr>
</table>

Order Form to Kitchen for School Packed Lunches (Form D)

To be given to the cook at least 2 weeks before the visit.

Teacher requesting school packed lunches_____

For Class_____Key Stage_____

Date of Visit_____

Total number of packed lunches requested_____

of which_____are free school meals and_____pay.

Special requests _____

What do I need to know? Checklist for Pupils and Adults (Form E)

All pupils and adults must be informed of the following:

- Who is the Trip Leader?
- Where are we going to visit?
- How can I contact my Party Leader?
- What do I do if I need help, get lost or into difficulties on the visit?
- What code of conduct should I follow?
- What do I do to keep my money/valuables/possessions safe?
- What should I wear for the visit?

Educational Visit Risk Assessment (Form F)

Class		Date		Location	
Party Leader					
Other adults e.g. TAs, LM, parents					
Learning objectives for visit:					
Curriculum areas supported:					
Summary of programme:					
A.M.					
P.M.					
Evaluation:					

Generic Risk Assessment - (Form G)

School Name:	Date of Risk Assessment:		Name of Assessor:
Name of Class:	**Number of Pupils:**	**Number of staff / adults:**	**Name of Party Leader:**
Description of task/activity/hazard:			

What are the hazards?	Who might be harmed and how?	What are you already doing to mitigate the hazard?	What further action is necessary?	How will you put the assessment into action?
List significant hazards which may result in serious harm or affect several people. Speak to colleagues, check accident records, contact the Health, Safety and Wellbeing Service	*Consider those with special needs, working alone, members of public, other building users.*	*List what is already in place to reduce the likelihood of harm or make any harm less serious. You need to make sure that you have reduced risks 'so far as is reasonably practicable'*		*Who, by, when? Prioritise the high risk issues*

Review date:		Review: *If tasks change, if notified of change in legislation, if there are accidents, if control measures failing. In any event annually.*		
Headteacher / EVC's acceptance				
Name: Team:		Agrees with risk assessment: YES / NO		Date:

Example of Generic Risk Assessment - (Form G)

School Name: Inspire Partnership		**Date of Risk Assessment:** 22/2/22		**Name of Assessor:** Jo Bloggs
Name of Class: Pine Tree		**Number of Pupils:** 30	**Number of staff / adults:** 2 (One for a 1:1) and 4 parents	**Name of Party Leader:** Jo Bloggs
Description of task/activity/hazard: Walk to local library				
What are the hazards? *List significant hazards which may result in serious harm or affect several people. Speak to colleagues, check accident records, contact the Health, Safety and Wellbeing Service*	**Who might be harmed and how?** *Consider those with special needs, working alone, members of public, other building users.*	**What are you already doing to mitigate the hazard?** *List what is already in place to reduce the likelihood of harm or make any harm less serious. You need to make sure that you have reduced risks 'so far as is reasonably practicable'*	**What further action is necessary?**	**How will you put the assessment into action?** *Who, by, when? Prioritise the high risk issues*
Road traffic incident resulting in death or serious injury.	Children, staff, parents, members of the public.	Appropriate supervision – supervisors competent	Roads crossed at pedestrian crossings.	EVC to induct staff and visit leaders

	Accidents	and briefed by party leader. Children organised in manner suitable for age and behaviour (event specific). Children briefed and educated in basic Road Safety – rules for keeping safe.	Route assessed by party leader – event specific. Parents informed. Basic road safety rules covered with children and young people as appropriate prior to visit. Keep a note of changes to route (road works etc.)	
Psychological harm and abuse resulting from becoming lost	Children	Robust prevention plan. Emergency plan developed	Event emergency plan	Party Leader to brief all staff and students aimed at prevention
Hypothermia	Children, staff, parents,	Preliminary briefing: bring warm clothing. Plan activity to ensure that plan 'B' is always achievable.	Children and different people's tolerance to cold varies. Monitor carefully	EVC to ensure training where necessary
Hyperthermia	As above	Plentiful supplies of drinking water. Care over duration of exposure to heat. Cover from direct sun (see below)	Children and different people's tolerance to heat varies. Monitor carefully	As above
Sun burn	As above	Prepare children to dress appropriately in long sleeves/tracksuit bottoms / sun hats.		

		Medical Form sent to parents to 'provide appropriate sun block' and ask for any history of allergy. Take and use hypo-allergic sun block		
Review date:		Review: *If tasks change, if notified of change in legislation, if there are accidents, if control measures failing. In any event annually.*		
Headteacher / EVC's acceptance				
Name: Team:		Agrees with risk assessment: YES / NO		Date:

Things to talk to children about before leaving school:

- If using public transport or walking to location, all children to wear visi-vests.
- High expectations of behaviour: behaviour policy will be applicable during trip – designated adult to keep clipboard to record any warnings/time outs. Arrange Time Out arrangements beforehand with other staff and inform children e.g. remaining with class teacher for 5 /10 minutes instead of being with group or partner
- Individual behaviour plans for specific children should be shared with all staff beforehand.
- Walking: in pairs, in a line, staying with partner and adults, quietly, listening and looking out for raised arm. An adult to lead, one to be at the back of the line and others to be supporting at intervals alongside.
- Crossing roads- arrange with other adults beforehand which two adults will stand in the road to stop traffic, enabling children to cross safely between them
- Getting lost: telling an adult immediately if you can't see your partner, staying together all the time
- Wet ground / tripping – walking carefully

- Members of public, not talking to strangers
- Sharing clipboard and pencil
- Adults – groups of children with each adult
- Dogs- not to approach or stroke any dogs
- Toilet- an adult to accompany children to the toilet. If no male adult present, adult to wait outside male toilets and send children in in pairs (not individually)
- Medication /first aid kits– which adult has it. Inform all adults and children beforehand. First aid kits are available from the medical room. Take 3 kits.

All adults accompanying trip to sign and date below **before** trip takes place:
(Please give original copy to Trip Leader: NAME . Thank you.)

Name (print) _____Signature: _____

Date:_____

Name (print) _____Signature: _____

Date:_____

Name (print) _____ _____Signature: _____

Date:_____

Sample Parent Proposal Letter Sent Home Before Visit is Booked (Form H)

24th January 2022

Dear Parents/Carers,

Re: Year 4 Science Museum Trip – January 2022

On **Friday 4th February 2022** the children in Year 4 will be attending the Science Museum in line with our Science topic of sound.

We will be exploring the various exhibitions of the Science Museum, linking them to our core Science learning and understanding of Science in our everyday lives. Whilst at the museum the children will need to eat a packed lunch, so please provide your children with a lunch, a bottle of water and any additional snacks they may need for the journey and put this all into a comfortable bag that they can carry with them.

Because the children are taking part in a workshop, there will be a cost of **£6 per child** to cover this, payable on Arbor.

We will be getting public transport and leaving school at **9.00am** promptly and returning by **3.30pm.** Your child will need to bring a packed lunch to be eaten in one of the museum's dining rooms, unless they are entitled to free school meals, which will be provided for them on the day. Please make sure your child is wearing a full school uniform with a suitable coat and sensible shoes/trainers for this trip.

As this trip is in a public place, we would be very grateful for help from parents and carers; to accompany the year group as additional adults. If you are available on the day, please could you let your class teacher know.

If you wish for your child to attend the trip to the museum please give your permission on Arbor by Tuesday 1st February 2022.

Thank you for your continued support,

The Year 4 team

Educational Visits Guidance for Parents (Form J)

When children are on a school visit they are expected to behave as sensibly as they do in school and to keep to the school rules.

The discipline of the school day is the sole responsibility of the teachers and teaching assistants.

Your support is invaluable and it is a great help to us if you reinforce the instructions of the Trip Leader and other school adults.

Any pupil who is not following instructions must be reported to the Trip Leader.

Some points to remember:

1. No smoking.
2. No sweets on the visit at all.
3. Food must only be eaten at lunchtime at the designated area (i.e. no eating or drinking on the coach, train, bus, etc, or when walking around).
4. You may be asked to supervise a group of pupils. Please stay with your group at all times.
5. A program of the day will have been prepared by the Party Leader. Please do not vary from this in any way as this can cause health and safety problems and may cause problems with other groups (i.e. do not give your group extra treats!).
6. Unfortunately, we cannot allow you to bring younger children because they are not covered by our insurance.
7. Mobile phones are not to be used during the visit. If you need to arrange for alternative emergency contact details for other siblings, please do speak with the School Office
8. For child protection reasons, no unauthorised photos are to be taken.
9. Risk assessment.

In an emergency please contact:

Party Leader (insert contact number):

School Phone Number:

Consent form for local school trips & other off site activities (Form K)

At XXXX Primary School, we believe that school trips and visits enhance the educational experience for all children and are an essential part of the school curriculum. We are committed to providing school visits as a positive tool to develop pupils' independent, investigative learning, and to build their experience of the local and wider world.

This form is to get blanket parental consent for your child to take part in local school trips and activities while they attend XXXX school. Written permission will be requested separately if the trip involves public transport or if there is a cost.

Please sign and date the form below if you are happy for your child;

a) To take part, for their time at XXXX school, in school trips and other activities that take place off school premises and are within walking distance of the school site

b) To be given first aid or urgent medical treatment, if required, during any school trip or activity

Please note the following important information before signing this form:

- The trips and activities covered by this consent include;
    i. all local visits within walking distance of the school site
    ii. off-site activities outside the school day within walking distance of the school site
- The school will send you information about each trip or activity before it takes place.
- You can, if you wish, tell the school that you do not want your child to take part in any particular school trip or activity.

Please complete the medical information section below (if applicable) and sign and date this form if you agree to the above. Please return the entire form to the school office. Terms and conditions of this consent form can be found on the school's website.

Child's Name: _____ Class_____

I give permission for my child to attend all local trips and off-site activities within walking distance of the school site.

MEDICAL INFORMATION

Please give details of any medical condition that your child suffers from and any medication your child should take with them during off-site visits:

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……

Please note it is your responsibility to update the school in writing of any changes to the medical information you may have given above.

Signed…… Relationship to Child: _____

Date……