

Educational Visits Policy

Brandwood Community Primary School

Approved by: Teaching & Learning Governor Committee - October 2025

Review Date: October 2026

Educational Visits Policy

Introduction

Brandwood Community Primary School is committed to providing our learners with an enriched curriculum and enhanced learning experiences through educational visits. At all stages, we plan to ensure that this can be achieved safely. We provide a broad and balanced curriculum that promotes spiritual, moral, cultural, mental and physical development and prepares young people for the opportunities and experiences of adult life.

This policy supports the 'Bolton Council Guidance for Educational Visits and Off-Site Activities' and sets out how our educational visits will be planned and managed. The school uses Bolton Council's EVOLVE system to plan, manage, approve and evaluate all educational visits.

The Educational Visits Coordinators are members of the senior or middle leadership team, who will be the key contacts for liaising with the Local Authority Educational Visits Adviser (EVA) and other officers in relation to educational visits. The Head Teacher and Governors will ensure that the EVCs are trained so that they can undertake this role. Staff are aware of who they are and how visits are arranged.

Rationale

An educational visit is an activity arranged by school staff, which involves taking learners away from the school site. This includes local trips, including to the local park, and trips further afield, including residential activity holidays. All visits must have a clear educational aim and ensure the health and safety of all involved. Staff must ensure that the educational benefits for the learners involved are identified, maximised and recorded, where appropriate, on EVOLVE.

Educational Visits can provide incentives and support links to work being covered in the school curriculum. It may be that a visit provides an effective introduction or conclusion to a unit of work or topic; alternatively, teaching staff may decide to use an educational visit at any time during a project at which it will most enhance learning.

Roles & Responsibilities

Governing Board

This section summarises the role of the Governing Board with regard to educational visits and provides a clear outline of the scope and extent of their role in supporting the Head Teacher and school staff in the safe management of educational visits.

To fulfil its responsibilities for the health and safety of learners and staff on educational visits the Governing Board will:

- Formally adopt the Bolton Council Guidance for Educational Visits and Off-Site Activities
- Determine and keep under review the school policy on educational visits
- Ensure that the school policy enables, whenever reasonable and appropriate, the inclusion of learners with additional needs and medical conditions
- Oversee the procedures and provide approval as required by the school policy
- Take advantage of LA training in order to understand roles and responsibilities
- Ensure staff are clear about their role in the event of an emergency

Head Teacher

The Head Teacher must ensure that:

- Staff and Governors are aware of relevant regulations and guidelines and take these into account in developing, implementing and maintaining the school policy and procedures for educational visits
- The educational objectives for visits are clearly defined and commensurate with the age, maturity and capability of the learners
- The Governing Board has considered and supports the nature and objectives of any planned educational visits and is provided with appropriate levels of information sufficiently in advance to enable Governors to fulfil their responsibilities
- An assessment of the safety management systems of external providers has been undertaken prior to booking e.g. AALA licence, LOTC Quality Badge, or Adventure Mark badge

- They are satisfied with the experience and competence of the EVCs, Visit Leaders and other staff to carry out such responsibilities they are allocated
- They are satisfied that arrangements for supervision are appropriate, agreed and known by all concerned
- All off-site visits comply with the employer guidance and are notified or submitted for formal approval as required
- Suitable members of staff have been appointed as EVCs and that the designated people meet employer requirements, including undertaking EVC Training every 3 years
- Suitable child protection procedures are in place, including vetting at an appropriate level of all voluntary helpers (where access to the young people is regular or significant, DBS checks must be in place)
- They have assigned sufficient time for staff to organise visits properly
- Arrangements are made for the medical, special educational and accessibility needs of all learners and staff
- Suitable transport arrangements are in place and meet any regulatory requirements
- Insurance arrangements are appropriate
- Details relating to the visit (including personal details of both staff and learners) are accessible at all times to a designated 24/7 emergency contact in the case of a serious incident
- Best value is obtained; appropriate consideration must be given to financial management, choice of contractors and contractual relationships
- Where the activities or a visit involves a third-party provider, appropriate assurances have been sought
- Incidents and accidents are recorded and reported to the Governing Board and LA, meeting the requirements of RIDDOR, who will then report to the HSE when necessary
- All staff involved in visits are made aware of and understand the LA emergency procedures
- The school has emergency procedures in place in case of a major incident on a school visit
- The school adopts a clear and effective system for recording risk assessments on EVOLVE

Educational Visits Coordinators

The Educational Visits Coordinators are the members of the senior or middle leadership team.

Their responsibilities include:

- Ensuring that the establishment has a current Educational Visits Policy and that the policy defines and sets clear requirements regarding visit leaders and staff competence
- Supporting the planning and management of educational visits led by school staff
- Liaising with the Local Authority to ensure that educational visits meet the employer's requirements
- Working with group leaders to ensure that the objectives of the educational visit are achievable
- Ensuring that parents and carers have full details of the visits and that consent forms and medical information forms, including next of kin information, are collated by the visit leader and taken on visits
- Keeping records of individual visits, including details of accidents and 'near misses' and submitting these to the LA as appropriate
- Organising the induction and training of group leaders, teachers and other adults taking learners on educational visits, including adventurous activities
- Ensuring that there is a 24/7 emergency contact for each visit
- Ensuring that visits are planned and submitted via EVOLVE and that all relevant documents are uploaded
- Ensuring that medical and first aid issues are addressed
- Reviewing the Educational Visits Policy and procedures on a regular basis (a review should follow any serious incident or system failure; risk management documentation must be updated if necessary)

Visit Leaders

A visit leader must be appointed for each planned visit. This will usually be the most experienced member of teaching staff going on the visit.

Visit leaders are responsible for the safe planning and execution of visits and should:

- Adhere to the school document 'Trip Checklist' (**Appendix 1**)
- Plan and prepare for the visit, taking a lead on risk management (it is good practice to involve all staff in the planning and risk management process to ensure wider understanding)

- Define roles and responsibilities of other staff to ensure effective supervision, appointing a deputy wherever possible
- Disseminate relevant information to supporting staff
- Ensure there is access to first aid at an appropriate level
- Ensure all consent forms and relevant medical information forms have been returned to school and checked thoroughly
- Provide relevant information to parents, carers and learners and arrange pre-visit information meetings, where appropriate
- Evaluate all aspects of the visit both during and after the event
- Ensure all staff have been briefed on the learners making up the group, including health characteristics, capabilities, special educational needs, behaviour and any other information that is relevant in the context of the planned activities
- Have regard for the health and safety of the group, including teachers, adults and learners, at all times
- Determine the level of additional support and supervision needed for learners with additional needs, in consultation with an EVC
- Assess the initial and on-going suitability of the activity
- Ensure that the visit operates in accordance with the school and LA policies and guidance
- Complete and submit to the EVC the attached 'Trip Checklist' (**Appendix 1**)

The competence of the visit leader is directly linked to the safety of participants. The Head Teacher must consider the following when assessing the competence of a member of staff to lead a visit:

- Previous experience in leading or accompanying similar visits
- Efficacy in planning and managing visits
- Reasons for undertaking the visit
- Ability to manage the welfare of participants
- Decision making abilities
- Experience of the learners he or she intends to supervise
- Experience of the environment and geographical area chosen
- Appropriate qualifications
- Personal level of skill in activity and fitness level
- Awareness of relevant guidelines and the school policy on educational visits

All visit leaders must have a teaching, or similar, qualification and be judged to have a real sense of responsibility, extending beyond the teaching of the subject to concern for the children and young people's well-being.

If leading an adventurous activity, the leader must have an appropriate qualification and be approved by the LA.

Other Teachers, Support Staff & Accompanying Adults

Teachers, support staff and adults accompanying any visit should be clear about their roles and responsibilities. All must make every effort to ensure the health and safety of everyone in the group and follow the instructions of the visit leader. Voluntary helpers should be guided in their roles by teachers and must not be left in sole charge of learners.

Learners

The visit leader should make clear to learners:

- The aims and objectives of the visit or activity
- Background information about the place to be visited
- How to avoid specific dangers and why they should follow rules
- Not to take unnecessary risks
- Why safety precautions are in place
- Why special safety precautions are in place for anyone with disabilities
- The standard of behaviour that is expected from them
- Who is responsible for their group and that they must stay with their allocated team leader and follow all given instructions

- What to do if approached by a stranger
- What to do if separated from the group
- That they should look out for anything that might hurt or threaten anyone in the group and to tell an adult about it immediately
- Emergency procedures
- Rendezvous procedures

Learners whose behaviour may be considered to be a danger to themselves or to the group may be stopped from going on the visit. The curricular aims of the visit for these learners will be fulfilled in other ways.

Equal Opportunities & Inclusion

The Disability Discrimination Act (1995) places duties on LAs and schools not to discriminate against learners for reasons relating to their disabilities.

Staff will ensure that all reasonably practicable efforts have been made to include all learners including those with special educational needs, disabilities and medical conditions in educational visits. School will work with parents and carers to accommodate the specific needs of individual learners. Staff will consider appropriate supervision ratios and additional safety measures that may need to be addressed at the planning stage. These will be written into our risk assessments.

Planning a Visit

Achieving safe educational visits requires efforts from all members of the school staff. It is important therefore that all trips are carefully planned and staff members are clear on what is expected of them before, during and after a school trip.

All prospective trips should be discussed with the Head Teacher prior to development and group leaders should provide an outline including estimated cost and all arrangements. Further work should not take place until approval is confirmed. Once the trip is approved, teachers should follow the 'Trip Checklist' (**Appendix 1**).

The visit leader is responsible for planning the off-site visit that they are leading. The Head Teacher and relevant EVC must be satisfied that the person planning the visit is competent to do so and has the necessary experience.

The visit leader will work in conjunction with the relevant EVC to consider the following aspects when planning a visit:

- Nature of the planned activity
- Travel arrangements
- Composition of the group
- Level of approval required
- Qualifications and experience of staff and volunteers
- Risk assessment including those for learners with additional needs
- Welfare requirements

Some visits may involve enhanced risks to all involved and require specific expertise, supervision, instruction and approval. It is essential to ensure that the correct procedures have been followed in the planning stages of an Educational Visit. This includes using designated channels of approval and ensuring that the qualifications and experience of group and activity leaders are appropriate. All group leaders must record visits and submit risk assessments on EVOLVE.

Wherever possible, and with agreement from the Head Teacher, visit leaders will undertake a preliminary visit to:

- Ensure that the venue is suitable to meet the aims and objectives of the school visit
- Assess potential areas and levels of risk
- Ensure that the venue can cater for the needs of the staff and learners in the group
- Ensure that they are familiar with the area before taking a party of young people

If it is not feasible to carry out an exploratory visit, the visit leader will contact the venue, seeking assurances about the appropriateness of the venue for the visiting group. In addition, the visit leader will seek views from other schools who have recently visited the venue and where appropriate liaise with other bodies i.e. Tourist Boards.

To ensure that all those involved in the visit understand their roles and responsibilities, the visit leader will hold a briefing in which they will ensure that staff are aware of any learners who may require closer supervision. **Teachers retain responsibility for the group at all times.**

Communicating with Parents & Carers

The visit leader will ensure that parents and carers are given information about the purpose and details of the visit and are invited to any briefing sessions (for longer or more adventurous visits).

The visit leader will explain to parents and carers how they can help prepare their child for the visit, for example, by reinforcing the school behaviour expectations.

We will ask parents and carers to provide the visit leader with:

- Emergency contact number(s)
- A signed consent form
- Relevant information about their child's health which might be relevant to the visit

The school will seek annual consent for educational visits that take place within the local area and normal school hours, for example visits to local amenities and environmental studies. **Notice will be given to parents and carers whenever their child will be out of the school building during the school day.** For all other visits, consent will be obtained on an individual basis. This will confirm that parents and carers have understood the purpose, estimated cost and arrangements for the visit. It is the responsibility of visit leaders to draft and issue the letters.

If parents or carers withhold consent absolutely, the learner will not be taken on the visit; the curricular aims of the visit will be delivered to the learner in another way, wherever possible.

Learners may only participate in the visit if the signed consent form has been received.

If the parents or carers give a conditional consent, the Head Teacher will need to consider whether the child may be taken on the visit or not.

During the visit, parents and carers are kept informed of relevant details via text messages. This includes arriving at the venue safely, workshops and activities throughout the day and expected time of return to school.

Approval of Visits

Day trips and visits, including those within the local area, must be approved by the relevant EVC and Head Teacher prior to booking. For adventurous activities, an assessment of the safety management systems of the external providers must be sought prior to booking e.g. AALA licence, LOTC Quality Badge, or Adventure Mark badge. Where these are not found a request must be made to the provider to complete a 'provider form' from EVOLVE and this must be attached to the risk assessment.

Once booked, a thorough risk assessment must be completed using EVOLVE and submitted to the relevant EVC and Head Teacher for approval, at least one week before the visit. Risk assessments must be sought from companies providing transport and from outside agencies who will be delivering any aspect of the activity and attached to the school risk assessment. Proof of qualifications must also be provided for any instructors who will be delivering specialised or high-risk activities.

It is the responsibility of the visit leader to carry out risk assessments covering all aspects of the proposed trip which must be approved by the relevant EVC, Head Teacher and, if appropriate, the LA.

On-going 'dynamic' risk assessments will be completed by the visit leader and accompanying staff throughout the trip to ensure that hazards are monitored and appropriate safety measures are put in place.

It is the responsibility of the visit leader to ensure that all accompanying staff are familiar with the risk assessment and to continue to brief staff throughout the trip.

Other documents will need to be submitted alongside the risk assessment before any visit can be agreed. These include:

- An itinerary of the day
- Group listings

- Lists of learners travelling in which vehicle
- Details of medical needs of the learners who are going on the visit - asthma, allergies and travel sickness (all necessary medication must be taken on the trip)
- Provider form (if applicable)
- Signed risk assessment declaration of all staff attending the visit
- Declaration of parental consent and medical conditions disclosed

Approval is delegated to the EVCs and Head Teacher for all visits, except for the following types of visit:

- Residential
- Overseas
- Those involving an adventurous activity

These visits must be authorised within the establishment, and submitted to the LA for approval via EVOLVE. Based on the visit types, EVOLVE automatically directs relevant visits to the LA for approval. All visits which require approval must be submitted at least 4 weeks before the scheduled start date of the visit. This will allow for clarifying and resolving any issues that may arise. **The LA may not have sufficient time to approve visits submitted within 4 weeks.** Visits submitted with less than 4 weeks' notice will not be authorised without prior agreement from LA.

Staff Supervision

We will ensure that, during any visit, there is a sufficient ratio of adult supervisors to learners. To do this, we will consider various factors including the age of the group, the nature of the activities, the duration, the type of journey and the additional needs of any learners within the group. Where adult volunteers are used, the school will ensure that DBS screening is undertaken (where appropriate e.g., overnight stays).

Accompanying staff and adult helpers will have the appropriate skills to support the visit leader and understand the needs of the group. They will be briefed by the visit leader before the visit.

The following are the minimum levels of supervision required for school visits. It is important to have an appropriate ratio of suitable adult supervisors to learners based on risk assessment and control. The following factors need to be taken into consideration:

- ◇ Gender, age and ability of the group
- ◇ Learners with additional needs and medical conditions
- ◇ Nature of the activities and venue, including environmental conditions
- ◇ Experience of adults in off-site supervision
- ◇ Duration and nature of the journey
- ◇ Type of accommodation
- ◇ Competence and behaviour of learners
- ◇ First aid cover
- ◇ Trained level of support or general additional assistance

| Suggested Levels of Supervision Required | | | |
|---|----------------------|---------------------|-------------------------|
| | Early Years 3 – 5 | Years 1-3 5 – 8 | Years 4-6 8 - 11 |
| Day visits (local & distant) | 1 adult: 4 learners | 1 adult: 6 learners | 1 adult: 10-15 learners |
| Residential visits (UK) | N/A | 1 adult: 6 learners | 1 adult: 8-12 learners |
| Residential visits (Abroad) | N/A | 1 adult: 6 learners | 1 adult: 8 learners |
| A minimum of 2 adults is required in the UK and 3 adults abroad for all Residential Visits. | | | |

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| All learners with an Education, Health and Care Plan (EHCP) must have 1:1 support for any Educational Visit. This child and adult are then removed from the whole class ratio. |
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| A first-aider or nominated first aider should be go on every Educational Visit. Additionally, one small first aid kit must be carried by a supervisor in each group. |
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In addition to the group leader, there should be enough supervisors to cope effectively with an emergency if, for example, a supervisor becomes ill.

Participation

Learners whose behaviour is such that the group leader is concerned for their, or others' safety, will be withdrawn from the activity. On residential visits, the visit leader will consider whether such learners will return home early. This information will be communicated to parents or carers during briefing sessions (for longer trips or visits).

Evaluations

The visit leader and the relevant EVC will evaluate all visits. The evaluation will be used to inform decisions about repeat visits and to improve any further visits.

First Aid

For adventurous activities, visits which involve overnight stays, or visits abroad it is the policy of this school to have a minimum of 1 qualified first aider in the group. All adults in the group will know how to contact emergency services, including provision of mobile phones.

During a local visit the visit leader will take with them:

- A suitably stocked first-aid travel bag
- A person appointed to be in charge of first-aid arrangements

If a child receives an injury whilst on a trip, an accident form will be filled in by the nominated first aider and given to the child's parent or carer. A copy will be attached to the risk assessment on EVOLVE and details of the injury and any treatment given will be clearly explained on the trip evaluation.

Emergency Controls

The school has developed emergency procedures for educational visits. These are amended as necessary for each visit.

The school will appoint a member of the Senior Leadership Team as the emergency school contact for each visit. All major incidents will be reported to this person, especially those involving injury or that might attract media attention. The visit leader will take a copy of the Emergency Procedure Card with them (**Appendix 2**).

The visit leader will leave full details of all learners and accompanying adults on the visit with the emergency school contact, including the home contact details of parents and carers and next-of-kin, as appropriate. The emergency contact will use the Emergency Procedure Card (Base Copy) to record all information before responding (**Appendix 3**).

DBS Checks

People who have been banned by the Secretary of State from being directly employed by an LA, school or college cannot act as a volunteer or work in a business that provides services to schools or learners attending them.

DBS checks must be carried out on volunteers and staff employed by contractors who will have regular contact with learners on an Educational Visit.

Voluntary helpers, who from time-to-time help teachers to supervise visits, need not necessarily be DBS checked although they should be verified as competent in their allotted tasks and trained and briefed as necessary and never left in sole charge of a group or learner. Anyone should be checked if they are likely to be in sole charge of a learner on a one-to-one basis. Volunteers helping teachers to supervise a residential visit should be checked. The use of a voluntary helper must be discussed with the relevant EVC and Head Teacher during the visit planning stage.

DBS checks should be sought from any members of staff from outside agencies who are going to have unsupervised contact with a learner or group of learners.

Transport

The visit leader is responsible for ensuring that coaches are hired from reputable companies which have an appropriate Public Service Vehicle (PSV) operator's licence. All coaches and minibuses must be fitted with seat belts and these must be worn throughout the journey. Adults must be seated next to emergency exits and learners must not be seated on the front seats of a coach at any time.

Voluntary Charges

The school may ask for voluntary contributions with regard to Educational Visits. There is no limit to the level of voluntary contribution that may be asked for or any restriction on the way in which it is used. The costings of the trip should be part of the request for permission and should only be set after discussion with the Head Teacher.

Permitted Charges

If an activity is held out of school hours and is not part of the National Curriculum, then it is regarded as an 'optional extra'. A charge may be made for the full cost of the activity but must not exceed the actual cost of providing the activity.

Insurance

Educational Visits are covered by our public liability insurance and travel insurance. The details of both policies must be recorded on the general information page on EVOLVE for each school trip. Visit Leaders taking part in any trip other than within the local area must take details of both policies with them on the visit.

This policy should be read in conjunction with 'Bolton Council Guidance for Educational Visits and Off-Site Activities' and DfE guidance 'Health and Safety: advice on legal duties and powers' published February 2014.

This policy will be reviewed annually by the EVCs, in consultation with the Head Teacher, and made available to all parents and carers.

A Holmes

Approved by: Teaching & Learning Governor Committee - October 2025

Review Date: October 2026

Trip Checklist

Class _____ Trip to _____ Group Leader _____

Speak to a member of SLT about your initial thoughts and ideas before planning a new trip.

| Phase or Year Group | SLT Member |
|---------------------|----------------|
| EYFS | C Kirkham |
| KS1 | Rachel Cameron |
| KS2 | Chloe Lund |

| | | | |
|---|--------------|--|--|
| 1 | Research | Contact the venue & gather information on costs & availability. When the trip has been approved, by Mrs Holmes, make the booking & record the trip in the school diary. | |
| | | Ascertain information about toileting & lunchtime arrangements & any autism friendly provision that the venue has for school groups. | |
| | | If lunch is to be provided by the venue, it must be confirmed that halal & vegetarian options are available. Please inform the relevant member of SLT if lunch is to be provided at the venue. | |
| | | Check that the chosen date does not clash with any other diary dates, trips in other year groups or religious festivals e.g., Ramadan (trips should not be organised during the month of fasting or Divali etc. | |
| 2 | Transport | If walking, make sure you plan the route carefully & use pedestrian crossings to model road safety to the class/year group. | |
| | | If coaches need to be booked then pass the details of your trip to the office staff (including departure & return times, number of attendees & drop-off locations), who will make enquiries to ascertain the best value quote. When the trip has been confirmed by email send the confirmation to the office staff so that the final coach booking can be made. | |
| 3 | Cost | Work out the cost of the trip for each child (including the transportation costs) & then speak to the relevant member of SLT about the details of the trip & agree the appropriate level of subsidisation. | |
| 4 | Attendees | In liaison with the relevant SLT member decide how many members of staff will be needed to go on the trip. This should include at least one first aider wherever possible or a nominated person for first aid (this must be made clear on the risk assessment). Check with a member of SLT if extra support staff members are needed well in advance. | |
| 5 | Permission | If it is an established trip there will be a letter on the staff drive to inform parents & carers of the trip with details including, costs, travel arrangements, lunchtime arrangements, dress code & the approximate times you will be leaving & returning to school. The permission slip will include a request that parents & carers inform school if their child is travel sick (this should then be followed up with a phone call to discuss medication). If the trip involves adventurous activity, a medical form provided by the venue will need to be sent home well in advance. Email the letter to the relevant member of SLT to be quality assured before sending to parents & carers. | |
| | | Hand/email a copy of the letter to the office staff so they are all aware of the details of the trip & can provide the letter to parent & carers on request or answer queries by phonecall. | |
| | | Ensure the letter is translated for families who have requested this & ask a member of the bilingual team to meet with any children at the ESLA & their families to discuss the trip & the permission slip. | |
| 6 | Confirmation | Confirm the booking via email with the venue & the transport company, if hiring a coach. Attach a copy of venue & transport confirmation to this document. | |
| | | Ask a member of the office staff to add the date of the trip to the website & digital signage. | |
| 7 | Organisation | Keep a record of those who have returned their permission slip & payment & follow up on any non-payment sensitively. There is a welfare fund for families on low incomes, if necessary, speak to the relevant member of SLT in this regard. | |
| | | For those who have not returned their permission slip 3 days before the trip is due to take place refer this information to the relevant member of the office admin team, who will follow up with parents & carers to ensure a response is received. | |
| | | Once all reply slips & information, including medical & dietary needs, have been returned, upload the parental consent & medical conditions form to EVOLVE. | |
| | | Trip should be paid via parent pay but any money should be handed in at the office clearly labelled with the child's name, year group, trip information & date. Teachers must keep a log of the children who have paid for the trip & it must be handed to Sumayya Ahmed on completion. | |

| | | | |
|--|--|--|--|
| | | Complete an itinerary for the trip & attach it to this document. | |
| | | Organise the class into groups so each can be allocated to an adult. All those with additional needs or behaviour difficulties must be allocated to experienced members of staff, preferably the class teacher. Hand all group information to all members of staff. | |
| | | Make a list of all those with a medical conditions & arrange for medication to be taken on the trip, liaising with parents & carers as appropriate. Inform all staff members that are attending the trip of any children with a medical condition. | |
| | | Complete a risk assessment for the trip including a separate one for travel. Upload group lists, medical information, those with PEEPs, venue risk assessments, letters to parents & carers, the itinerary & any other relevant information as attachments. When this has been submitted on EVOLVE, notify the EVC (Claire Kirkham EYFS & KS1 & Chloe Lund KS2). All risk assessments must be submitted one week prior to the date of the trip to allow the EVC & the Head Teacher to check & submit or return the risk assessment if necessary. | |
| | | If the trip involves the class or year group being out of school for lunch, then work out how many usually have school dinners. Then inform Jeanette Hayes (kitchen manager) about the date of the trip & how many packed lunches will be needed on the day. This must be done no later than 3 weeks before the date of the trip. If lunch is being provided by the venue, ensure Jeanette knows the number of those who have a school dinner to avoid wastage. | |
| | | The day before the trip hand the office staff a list of all those going on the trip, including those who have paid & those who have not. Make arrangements with the relevant SLT member regarding those who are not attending. | |
| | | Collect first aid kits & emergency inhalers to take on the trip & the class iPad for photographs. | |
| | | Ensure you have a copy of the Emergency Plan card for each group. | |
| | | The day before the trip is due to take place the YGL will send a reminder text needs to be sent home to parents & carers about the trip. Include any important information e.g. appropriate dress for the activity or weather etc. | |
| | | Ensure that the office staff have your mobile phone number in case they need to get in contact with you. Also ensure that you have a contact number for an office staff member to send text messages to parents and carers throughout the trip. | |
| | | Complete & upload to EVOLVE a 'Risk Assessment Declaration' form which states each member of staff & accompanying adult has read & understood the risk assessments. | |
| | | Hand a copy of this Trip Checklist document to the relevant EVC & upload a copy to EVOLVE. | |

During the Trip

| | | | |
|---|---------|---|--|
| 1 | Contact | Once at the venue send a text to the office to tell parents & carers that you have arrived at the location & the activities that you will do during in the morning. | |
| | | Send a second text at lunchtime to tell parents & carers about the morning activities & what activities they will be participating in in the afternoon. | |
| | | Send a third text when leaving the venue & give an estimated time of arrival back at school. | |
| | | Ensure regular head counts are taken throughout the day. | |
| | | Alert a senior member of staff back at school immediately if there are any issues at all. | |

After the trip

| | | | |
|---|--|--|--|
| 1 | | Return first aid kits. | |
| 2 | | Add photographs to the website & add trip-based work to the class discussion book | |
| 3 | | Evaluate your visit on EVOLVE - explaining any concerns or issues. If the trip went smoothly simply add: 'Visit was enjoyed by all with no issues or concerns reported'. | |

Class Teacher _____

Signed _____

Approved by _____

Signed _____

EMERGENCY CARD (GROUP/VISIT LEADER)

This 'card' must remain with the Visit Leader at all times

1. In the event of an incident or accident that **does not** involve serious injury or fatality, and/or **is not** likely to attract media attention, the Group/Visit Leader should seek advice from the school emergency contact(s). This should normally include a member of staff on the Senior Management team (SMT) in the school.

2. In the event of an incident that **does** involve serious injury or fatality, and/or **is** likely to attract media attention, the Visit Leader should adopt the following protocol:
 1. Assess the situation;
 2. Safeguard uninjured members of the group (including self);
 3. Attend to the casualty/ies (if applicable);
 4. Call emergency services (999 or appropriate local number if abroad), if appropriate.

Then:

- Contact the Emergency Contact (see below) and seek further advice.
- Contact the British Consulate / Embassy if abroad;
- If practicable, delegate party leadership to the Deputy Leader, in order that you can be contactable at all times, and to enable you to coordinate all necessary actions;
- Seek further and full details of the incident, how and why it happened so far as can be established at this stage;
- Maintain a detailed written log of all actions taken and conversations held, together with a timescale;
- Prevent group members from using telephones or mobiles, or going on-line until such time as this has been agreed by the LA;
- Refer all press, media, or other enquiries to the LA Media/Press department

If you are unable to make contact with the Emergency Contact(s), phone the LA 24 hour emergency number - 01204 336900

The operator will immediately contact an appropriate manager. Depending on the severity of the incident they may call you back to reassure you that your initial call is being acted upon.

| Name | Home | Mobile |
|-----------------------------|--------------|--------|
| School | | |
| LA Emergency No. (24 hours) | 01204 336900 | N/A |

If the visit will be outside normal hours

| | | |
|---------------|--|--|
| Head teacher | | |
| Member of SMT | | |
| Other | | |

EMERGENCY CARD (BASE COPY)

This 'card' must remain with the emergency contact(s) at all times

This 'card' must remain with the emergency contact(s) at all times. The Emergency Contact(s) should have all visit information, including itinerary, venue details, names and emergency contact details for all participants including staff, etc.

In the event of being contacted by the Visit Leader (or other member of staff involved in a visit), you should:

- Confirm the phone number at which the caller can be contacted back on
- Note their location
- Determine the nature of the emergency
- Determine the type of help required.

If the incident does not involve serious injury or fatality, and/or is not likely to attract media attention:

- Provide the required assistance if possible
- Seek further advice or pass on details to other contacts who may be able to assist.

If the incident does involve serious injury or fatality, and/or is likely to attract media attention:

- Inform the Visit Leader that someone will phone him/her back as soon as possible

Contact the LA 24 hour emergency number 01204 336900 and state that you require immediate assistance. Give brief details of the incident.

Your details will be taken and you will be phoned back as soon as possible

- You should also contact the Head teacher (if this is not you)
- Refer all press, media, or other enquiries to the LA Media/Press department
- If appropriate, support and counselling will be arranged.

Emergency Contacts

| Name | Home | Mobile |
|-----------------------------|--------------|--------|
| Group/Visit Leader | | |
| Deputy Leader | | |
| Head teacher | | |
| Deputy Head | | |
| LA Emergency No. (24 hours) | 01204 336900 | N/A |
| Other | | |
| | | |