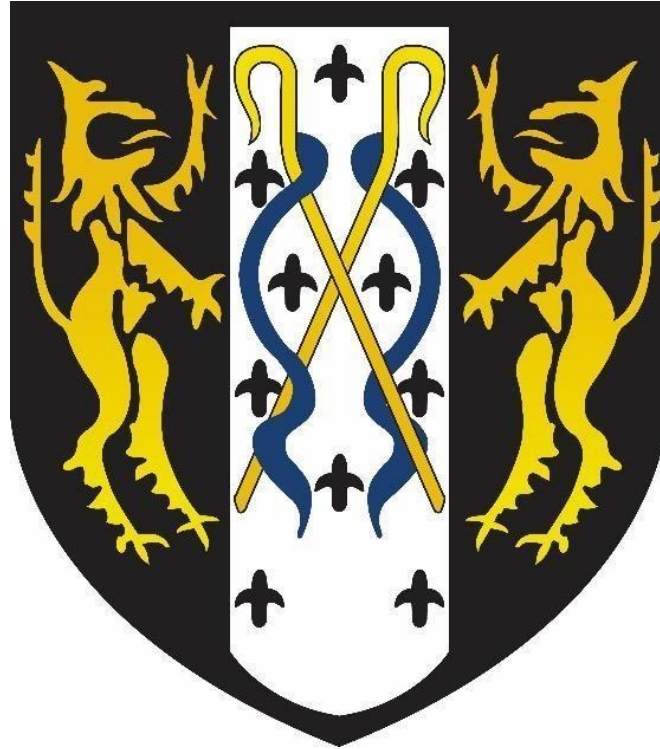


Eastbrook School



EDUCATIONAL VISITS POLICY AND PROCEDURES

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1. Educational Visits Policy and Procedures

This policy covers the procedures, planning and executing educational visits across Eastbrook School. We believe that outdoor learning has equal value to learning inside the classroom. The outdoor environment has unique and exciting characteristics that promote (among others) Imagination, enjoyment, confidence, resourcefulness, cooperation and healthy living.

The national online guidance resource [OEAP National Guidance](#) (guidance for the management of off-site visits and LOtC (Learning Outside the Classroom) activities) is an invaluable reference document, which should be read alongside this policy.

In addition, colleagues should access [EVOLVE](#) for updates.

2. Introduction

This policy should be read in conjunction with OEAP National Guidance (link above) and [Group Management and Supervision Guidance for Outdoor Education](#).

When planning activities, group leaders should use [EVOLVE](#) .

Off-site visits are activities arranged by, or on behalf of, the school and which take place outside of the school grounds. The Governors and teaching staff believe that off-site activities can supplement and enrich the curriculum of the school by providing experiences which would otherwise be impossible. All off-site Activities must serve an educational purpose, enhancing and enriching our children's learning experiences and opportunities.

In this policy, we seek to establish a clear and coherent structure for the planning and evaluation of our off-site visits, and to ensure that any risks are managed and kept to a minimum, for the safety and health of all pupils, volunteers and staff at all times. Within these limits, we seek to make our visits available to all pupils, and wherever possible to make them accessible to those with disabilities. The visits will usually take place within the school day; however, this policy applies to activities taking place within and outside of normal school hours including weekends and holiday periods.

3. Aims

The aims of our off-site visits are to:

- Enhance curricula and recreational opportunities for our pupils.
- Inspire pupils by providing high quality experiences which bring their learning to life.
- Provide a wider range of experiences for our pupils than could be provided on the school site alone.
- Promote the independence of our children as learners and enable them to grow and develop in new learning environments.

This policy sets out our approach to planning and operating educational visits, to ensure the health and safety of our pupils and staff, and to make sure that our visits are available to all pupils where practicably possible. It sets out the roles and responsibilities of staff, pupils and volunteers when it comes to visit.

This policy applies to activities taking place within and outside of normal school hours including weekends and holiday periods. This includes but is not limited to:

- Visits to places of interest in the local area.
- Day visits to places such as museums and other cultural and educational institutions.
- Sporting activities.
- Adventurous and recreational activities.
- Residential visits organised by the school.
- Visits abroad organised by the school.

4. Legislation and Guidance

This policy is based on the Department for Education's guidance on [health and safety on educational visits](#), and the following legislation and statutory guidance:

- [Equality Act 2010](#)
- [SEND Code of Practice](#)
- [Keeping Children Safe in Education 2023](#)

Sections of this policy are also based on the [statutory framework for the Early Years Foundation Stage](#).

5. Curriculum Links

For each subject in the curriculum, there is a corresponding programme of activities which could include:

- Literacy – theatre visits, cinema visits, visits by authors, experiences to inspire writing.
- Science – use of the school grounds, visits to the planetarium, museums, seeing science used in local businesses.
- Numeracy – use of shape and number trails in the local environment, Maths exhibition at the Science Museum, Bletchley Park and the Computing Museum, seeing maths used in local businesses.
- History – Visits to places of historical interest, use of the local area, London's museums.
- Geography – use of local area for field work (physical and human), Thames river study.

- Art and Design – art gallery visits, use of locality, use of nature to make art.
- PE – a Range of sporting fixtures, extracurricular activities, team visits.
- Music – Young Voices choir, Extracurricular activities, theatre visits, school performances.
- Design and Technology – visits to various museums, links with local industry.
- Computing – its Use in local shops/ libraries/ engineering firms etc.
- RE – visits to local places of worship.
- PSHE and Citizenship – visit the local fire and police stations, old people's residential home, community centre and use of the local area.

6. Roles and Responsibilities

Headteacher

The headteacher is responsible for:

- Approving staff requests for educational visits, including having final authority to approve any educational visit of less than 24 hours.
- Making sure staff, including the educational visits co-ordinator, have received any necessary training.
- Working with the Governing Body to approve residential trips of more than 24 hours.

The educational visits co-ordinator (EVC)

Eastbrook has appointed several, trained EVCs at our school. Their role is to:

- Oversee and guide other staff to arrange and organise educational visits.
- Assess the ability of other staff to lead visits and designate a suitable trip lead for each visit.
- Assess outside activity providers.
- Advise the headteacher and governing board when they're approving trips.
- Access the necessary training, advice and guidance.
- Evaluate all visits once complete, from planning to the visit itself, and use this to improve future arrangements.

Trip lead

Every educational visit will have 1 member of staff designated as the trip lead. The trip lead will:

- Plan the proposed visit, taking into account the health and safety risks to pupils, staff and volunteers.
- Assign staff and volunteer roles, as needed.
- Make sure the school has accurate and up-to-date information about the trip destination, to be used in risk assessments.

- Make sure the needs of everyone taking part are considered, including co-ordinating any additional support needed.
- Make sure parents and carers are given accurate information about educational visits, including any costs or necessary equipment not supplied by the school or a third party.
- Communicate key details about the visit and all locations to staff, pupils and parents/carers, including roles and responsibilities and expected behaviour.
- Make sure staff are capable and able to fulfil their roles at all times while responsible for pupils and others.

Staff

Staff have a responsibility to make sure all pupils and staff who take part in visits are kept safe and understand the proper way to prepare for trips, as well as how to act while taking part. Staff will:

- Seek and obtain approval for all educational visits from the relevant Headteacher.
- Carry out any required risk assessments and work with the trip lead.
- Communicate with parents and carers and make sure trips are inclusive of all pupils' needs.
- Look out for the health and safety of themselves and those around them.
- Help manage pupil behaviour and discipline as required while on the visit.
- Share any concerns or worries with the trip lead and others, as appropriate.

Parents and carers

By agreeing that pupils can take part in educational visits, parents/carers agree that they will:

- Provide all information required, such as emergency contact details and health/medicine information if applicable.
- Sign and return consent forms and any other documentation required in a timely manner.
- Share any concerns or information about the pupil that may affect or impact their ability to safely take part in the trip.

Volunteers

Volunteers attending school trips, including parent volunteers, agree to:

- Follow the directions of staff and act accordingly.
- Behave appropriately and model good behaviour for pupils.
- Report any concerns to the trip lead or other staff present as soon as possible.
- Make sure pupils under their supervision are acting safely and appropriately, and raise any issues with staff as soon as possible.

Pupils

Our school behaviour policy also applies to all educational visits. This includes the expectation that pupils will:

- Follow instructions given to them while on the educational visit.
- Dress and behave as expected for the length of the educational visit.

- Take responsibility for their own safety and the safety of others, reporting any concerns to a staff member or trip supervisor.

Pupils will always be reminded of our behaviour expectations before going off-site for a visit and will be expected to uphold the school's behaviour policy at all times.

7. Residential Activities

Children should have the opportunity to take part in residential visits. Such activity is linked to the school's curriculum offer. Charges are made in line with the Charging and Remissions Policy.

Residential visits enabled children to take part in outdoor and adventurous activities as part of their PE work. These are undertaken only with the agreement of the Headteacher and Governing Body. The outdoor centres used have qualified instructors, insurances, and risk assessments. In addition, the school will undertake its own risk assessments prior to the visit.

The relevant Headteacher, together with the Governing Board, will approve all residential trips longer than 24 hours.

The planning and preparation laid out in this policy will apply to residential visits as well as 1-day visits. In addition, the trip lead will make sure:

- Staff have received any necessary training.
- All necessary permissions and medical forms are obtained at least 1 month before the start of the trip.
- All adults, including volunteers, have had adequate safeguarding checks. Where appropriate – e.g. if the volunteer will be in direct, unsupervised contact with pupils – this will include relevant DBS checks.

Parents and carers will be given information about the visit and asked for permission at least 2 months before the first day of the visit. Information shared with parents will include:

- The dates and time of departure and return to school.
- The full address and contact details of the destination.
- Planned activities and options.
- Meal provision.
- Costs and optional charges, including deposits and the date by which this must be received, in line with our charging and remissions policy (this will include information about exemptions).
- Clothing and equipment provided, and what pupils must bring themselves.
- Public health requirements, including any required vaccinations.
- Accommodation options and arrangements.
- The names of staff attending.

For visits abroad, we will make sure that any organisation providing activities holds the LOTC Quality badge or similar local accreditation. We will follow the [Foreign and Commonwealth Office's overseas travel guidance](#) and [foreign travel advice](#) when organising these visits.

Holding Information Sharing Events for Parents and Students

We feel it is essential that parents are given the opportunity to receive a full, informative presentation for each residential visit. All staff members named in the risk assessment for the residential visit should attend. At this event, parents and carers should receive all details of the visit: educational relevance, dates, cost, accommodation, itinerary, expected time of return, spending money, any vaccinations needed, suitable clothing etc.

Parents should also be clearly told what will and won't be happening on the visit:

- Will students be beyond their own at any time?
- Will they be swimming or involved in any hazardous activities?
- What procedures are in place should the children become separated from the group?
- Make clear what arrangements are there for the security of their personal currency. Are they individually responsible? Are staff going to look after it and issue it in stages?
- Make clear what is and is not covered by insurance. It should be stressed what standards of behaviour are expected and what the consequences could be if these are not met.
- Will mobile phones and/ or personal electronic devices be permitted on the visit?

EVOLVE posts an email to the Duty Officer within the Local Authority for any educational visits that are residential, overseas or adventurous. In these cases, the Duty Officer will make a check on such things in the trip proposal as staffing ratios, whether the risk assessments match the itinerary and comment to the school where it is felt there may be obvious errors. This check should not be regarded as a forensic review.

8. Authorisation of Visits

School staff are required to plan residential and adventurous visits on evolve together with the relevant planning paperwork, risk assessments and checklists kept in school. Planning for all educational visits must be uploaded to the EVOLVE system.

The relevant Headteacher is responsible for approval of all Educational Day and Residential Visits.

The Headteachers (or equivalent) will assess the experience and level of competency prior to approving the appointment of a trip leader to be responsible for the running of the activity. This will be a teacher employed at the school. The trip leader will nominate a deputy leader for all trips.

The school must name an Educational Visits Coordinator (this may be a Headteacher) who has undertaken EVC training. The EVC should be involved in the planning and management of off-site visits in the following ways:

- Ensuring that risk assessments are completed and checked prior to the activity taking place.
- Supporting the governing body in their decisions.
- Assigning competent staff to lead and help with educational visits.
- Advising leaders on staff : pupil ratio.
- Organising relevant staff training.
- Verifying that all adults accompanying visits who will be in sole charge of children have had satisfactory safeguarding cheques and that any remaining adults on the visit will be closely supervised and will not be left unaccompanied with a child other than their own anytime.
- Liaising with the trip leader prior to the activity to ensure that all medical and/ or permission slips have been obtained.
- Keep records of visits and ensure there are regular generic assessments of the risks (e.g. Crossing roads) where there are frequent visits to local venues (e.g. leisure centre).

Where start for proposing to arrange an offsite activity, they must seek and obtain the approval of the relevant Headteacher before any commitment is made on behalf of the school. A comprehensive visit plan and risk assessment should be provided by the member of staff to allow for an informed decision to be made (See the appendices of this policy).

Where the activity involves an overnight stay, or a journey by air or sea, the Headteacher will seek the approval of the Governing Body before permitting the activity to take place. Should the activity be classed as an adventurous activity, advice should be sought from the Local Authority.

It is our policy that all children should be able to participate in educational visits. Where a child with a disability is eligible for a visit, we will make every effort to ensure that they are included. We may need to seek help/ advice/ guidance from parents or the Local Authority to help us adapt our offer and we will make any reasonable adjustments to our itinerary to include a child with disabilities. Any such adjustments will be included in the risk assessment.

9. Risk Assessment and Other Planning Implications

Comprehensive risk assessment is to be carried out by the trip leader at least two weeks before the proposed visit (see the appendices of this policy). It will assess the risks which might be encountered on the visit and will indicate measures to prevent or reduce them. The risk assessment should be based on the following considerations:

- What are the hazards?
- Who might be affected by them?
- What safety measures are needed to reduce risks to an acceptable level?
- Can the trip leader put the safety measures in place?
- What steps will be taken in an emergency?

Existing/ template risk assessments, all those provided by the destination itself might also be used to support this process.

Staff planning an off-site activity should make a preliminary visit to the venue to carry out an on-site risk assessment. It is important to consider the probable weather conditions at the time of year proposed for the educational visit and the leader should take careful account of the facilities available, with due regard to the proposed size of the group. They should also assess the sites suitability regarding the age and any particular needs of the children. They will also consider the venue's own approach to security and 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 judgments about the risks it may involve.

It is important to assess and record any health, safety or security issues that are identified during the preliminary visit. Any such issues should be taken into account when the final decision is taken on whether the visit should proceed, and the visit plan must state both the extent of any risks involved, and the measures that will be taken to reduce or eliminate them.

A risk assessment must also consider transport to and from the venue.

For non-residential visits, a copy of the completed risk assessments (see appendices of this policy) must be uploaded to EVOLVE at least a week prior to the actual activity to allow the IVC coordinator to check the risk assessment and hold further discussions with the leader if required. For residential/ adventurous activity visits this must be more than six weeks in advance to allow for the documents uploaded to EVOLVE to be scrutinised by the LA, and any subsequent advice given to the school acted upon.

Risk assessments for all visits must take into account the following:

- Management of pupils throughout the educational visit.
- Sweep of accommodation on arrival to assess safety and suitability.
- An arrival briefing for all on the educational visit regarding the evacuation procedure in the accommodation (same day as arrival).
- Sweep of the accommodation/ venue before leaving.
- Head counts on arrival and departure of all locations as well as transport interchanges.
- Risk assessments for residential visits must match the itinerary including controls for 'free time' and evening activities.
- At least one adult to have valid first aid certificate.
- Plan B's Should be considered if the main planned activity proposed cannot be undertaken for any reason.

10. Adult : Pupil Ratios

An activity (including residential visits) should have sufficient adults taking part to provide appropriate supervision ratios.

Staff to student ratios should be appropriate to the nature of the activity, the age ranges of the students involved, and the nature of the students involved. All educational visits involving Early Years pupils will have a minimum adult : pupil ratio of 1 : 5.

At least one adult will hold a valid first aid certificate.

Any educational visit may require a minimum of two adults. When possible, an extra adult will accompany the party in case of an emergency. However, these are minimum requirements and may not provide adequate supervision in all cases.

The visit leader will check with the Headteacher that all adults planned to supervise the visit have been subject to appropriate safeguarding checks. It may be appropriate on some visits for adults without full safeguarding checks to accompany the children (e.g. Family learning days, activities which promote community cohesion and involvement in children's learning). On these occasions, the leader must be aware that these adults cannot count towards the provision of adequate supervision ratios and should plan wisely, in collaboration with the school diary and staff timetabling, to ensure appropriate ratios are available. Adults without DBS clearance will not be responsible for any groups of children, nor be left unattended with pupils at any time.

Teachers have a higher duty of care to ensure the safety of all pupils. They will follow the instructions and guidance given by the visit leader. Teaching assistance and other adults will act as supervisors, in the same way any responsible parent would in the given circumstances. They have a duty of care to the pupils on the visit and will follow the instructions and guidance given by the visit leader.

Visit leaders should consider gender suitable supervision for assisting pupils Throughout the duration of the educational visit.

Supervision levels may need altering to cover educational visits where there are pupils with special needs.

11. Cost

The cost of any off-site activities should include the following apply:

- Transport
- Entrance fees
- Insurance

- Provision of any special resource is or equipment
- Cost related to adult helpers/volunteers (admission fees etc.)

See the appendices of this policy for a sample cost sheet for an educational visit.

Transport arrangements will allow a seat for each member of the group. The school will only use coaches fitted with seat or lap belts and insist that all members of the party wear the belt when on the coach. The visit leader will ensure all members of the party are wearing the seat belt appropriately prior to setting off on the journey. The leader will ensure the driver does not move the vehicle prior to this checking process.

Where private cars are used for transport, the leader is responsible for ensuring the driver presents evidence to the headteacher that their driving licence is valid and insurance covers such journeys prior to the transport taking place (and that the vehicle is roadworthy i.e. has a valid MOT). The visit leader should also ensure that, other than an emergency, there are at least two members of staff in the vehicle at all times when children are present. Parents should always be asked for permission in advance.

12. Communication With Families

The parents and carers of students taking part in an off-site activity should be provided with appropriate information about the intended visit. Parents must give recorded permission in writing, or via EVOLVE before a child can be involved in any off-site activity.

Generic local offsite activity permission slip will be completed by parents at the beginning of each academic year which gives permission for children to be taken out into the local area. In addition to this, visit leaders should ensure that a courtesy slip (or other equivalent form of communication) is sent to the parents informing them when these activities will take place.

Funding for off-site activities is provided mainly by parental contributions. This must be made clear to families in all correspondence about an educational visit at the planning stage.

No child may be excluded from any educational visit because of the unwillingness or inability of the family to make a contribution. Parents and carers will be informed of this principle through the school's communication with them.

The timetable for the payment of contributions should allow for the educational visits coordinator to make a decision about the financial viability of the activity in reasonable time.

13. Further Health and Safety Considerations

Trip leaders must ensure that all adults attending the off-site visit have read the risk assessments. It is best practice to record that such documents have been shared and that whilst they may be accompanying their own children, the leader is still ultimately responsible for the overall health and safety of all group members.

Trip leaders must ensure that, as appropriate, risk assessments are shared with children prior to the visit (at a level appropriate to the age of the child) to enable the children to assist with managing risk and understanding how to promote their own safety.

Each adult member of the group must be provided with the group leaders mobile phone number, the school number and a number of a designated emergency contact where possible. A list of mobile telephone numbers will be shared amongst the group and kept securely.

Before leaving school, the visit leader will ensure that they have a list of emergency contact numbers for all adults. All adults should have access to these numbers. Pupils' medical and consent forms will be taken on all educational visits.

It is essential that any information relating to an individual is kept securely to meet GDPR requirements and only used for the purposes of the visit.

At least one (but preferably more than one) of the adult supervisors will be a trained first aider on all visits. The leader is responsible for ensuring that the first aider is arranged for the visit.

The safety of the party, and especially the children, is of paramount importance. During the visit's activities the party leader must take whatever steps are necessary to ensure high levels of safety are maintained. This involves taking notes of any information provided by medical questionnaire returns and ensuring that children are both safe and well looked after at all times.

14. Pupil Behaviour

Prior to an activity, if it is felt that the behaviour of an individual child is likely to compromise the safety of themselves and/ or others, or the good name of the school, the leader should discuss with the head teacher the possibility of making alternative arrangements for the child. Where this is the case, the child's parents must be contacted to discuss this prior to the visit. However, all possible steps must be taken to adapt activities to help ensure that all pupils can be involved safely.

15. Educational Visit Planning Paperwork

Trip leaders use EVOLVE to design the visit plan for intended educational visits and this must include the following:

- Risk assessments.
- Applications for approval of visit.
- General information.
- Names, ages, contact details, permission forms, medical forms under the relevant details of all those going on the visit.
- Travel schedule and plan of activities.
- Accommodation plan (if applicable).
- Intended arrangements for supervision.
- Insurance arrangements.
- Emergency contacts and procedures.
- General communication arrangements.
- Medical questionnaire returns.
- First aid arrangements.
- Costings breakdown.

Appendix 1: Headteacher Checklist for Approving Off-Site Activities

- Has the trip paperwork been completed fully on EVOLVE?
- Does the activity have a clear educational purpose?
- Is the activity appropriately suited to the age, aptitude and experience of the children?
- Has the planning and preparation for the trip been rigorous as advised in this document?
- Does the activity involve the use of premises which do not belong to the LA, is it a joint activity with another school, or does it involve the use of some other outside agency in the provision of accommodation or the activities? If so, has the relevant part of this document been complied with fully?
- Is the leader, and are accompanying staff, suitably qualified and/or experienced in the nature of the activities undertaken?
- Does the activity involve young people working without direct supervision at any time?
- Does the programme involve specific outdoor adventurous activities where special care needs to be exercised?
- If adventurous activities are provided, is a licence issued by the Adventure Activities Licencing Authority (AALA) required, and if so, have details been checked with AALA?
- Are the supervision ratios adequate for all possible circumstances?
- Has extra insurance which includes the activities to be undertaken, been obtained? NB. Participation in 'hazardous' activities should be declared to the Insurance Company.
- Have the leader and other adults established appropriate accident, emergency and contingency plans, including provision for communication with the school, both in and out of school time if it is a residential activity?
- Has the visit had the prior approval of the EVC and Headteacher?
- Has written parental consent been obtained for all participants to engage in all of the planned activities, and medical consent been provided in writing?
- Has the Local Authority H&S Advisor contacted the Headteacher with any queries or advice regarding the Residential visit? If so, has this been reviewed and actioned? If not, check.
- Have detailed risk assessments for the visit been undertaken?

Signed _____ Headteacher Date _____

Chair of Governing Body informed that all paperwork and checks have been undertaken.

Signed _____ Chair of Govs. Date _____

Appendix 2: Cost Form

School Visits Finance Form



Destination:

Dates and Times:

Number of pupils:

Methods of Travel:

Number of adults:

Cost of breakdown:

	<i>Per pupil</i>	<i>Total</i>
Travel		
Accommodation		
Food		
Equipment		
Other		
Other		
Other		
<i>Total</i>		

Funding:

	<i>Total</i>
<i>Pupil Contribution per pupil</i>	
Finance required from school funds	
Other funding (please specify)	
<i>Total</i>	

There must be an agreed payment schedule for all trips with expenditure of over £100 per student.

The school reserves the right to cancel or postpone school trips where the income does not match the expenditure, or the payment schedule is not adhered to.

Teacher in Charge: _____

Date: _____

Appendix 3: Risk Assessment Template for Travelling by Tube

WALKING AND TUBE RISK ASSESSMENT FORM

Risk assessment for visit to: XXX

Date of visit: XX/XX/XX

Number of pupils: XX

Number of responsible adults - Teachers & Support Staff: X

Method of Transport: XX

Overall Journey risk rating: XX

Lead person: XX

Signed (Visit Lead): XX



Visit Stage	Hazards	Risk	Who is at risk	Risk Control Measures	Further action required to control risk
Walking to and from London Underground Station	Distance from School	Need for emergency contact	Pupils, volunteers and staff	<ol style="list-style-type: none"> 1. A mobile phone must be carried by member of staff leading the group. 2. Group leader must have list of all pupils on the trip with their emergency contacts. 3. Ratio of adults to children to be in line with policy. 4. Route taken should be appropriate for age and ability of group and should be checked before group leaves school. 	

				5. Ensure group behaviour and supervision is acceptable and appropriate.	
	First Aid, children require prescribed medication	Minor injury or serious illness	Pupils, volunteers and staff	<ol style="list-style-type: none"> 1. Member of staff carries first aid kit. 2. Any prescribed medication e.g. Inhalers, EpiPens, with child if usually responsible or designated member of staff. 	Check Arbor for medical needs of the group.
	Rough, uneven ground.	Slips, trips and falls.	Pupils, volunteers and staff	<ol style="list-style-type: none"> 1. Ensure suitable supervision of group. 2. Verbal warning of risk given to group. 3. Suitable footwear to be worn. 4. Checking for loose laces and address when seen. 5. Ensure good behaviour and no running. 	Children and families reminded of appropriate clothing prior to visit.
	Traffic	Death, serious or minor injury.	Pupils, volunteers and staff	<ol style="list-style-type: none"> 1. Verbal warnings given if risk observed. 2. Supervise road/car park crossings by groups. 3. Maintain clear sight lines at all Rd crossings. 4. Use pedestrian crossings wherever possible. 5. Leader at front plus back marker at all times. 6. Walking single file if narrow paths. 7. High visibility vests to be worn by group members. 8. Staff to wear green and yellow jackets or high visibility vests. 	Pupils to be briefed in basic road safety rules prior to setting out.
	Contact with dogs/ dog faeces	Death, serious or minor injury.	Pupils, volunteers and staff	<ol style="list-style-type: none"> 1. Within briefing to pupils, explain the importance of not approaching dogs. 2. Verbal reminders of risk when observed. 	

	Extreme weather conditions (heat)	Sunstroke/ sunburn/ dehydration	Pupils, volunteers and staff	<ol style="list-style-type: none"> 1. Ensure group have access to fluids and drink breaks. 2. Avoid prolonged exposure to the sun. 3. Ensure pre visit information includes importance of wearing hats and sunscreen and promote the application of it during the day. 4. Modify/ shorten sessions as necessary. 	
	Extreme weather conditions (wind and rain)	Hypothermia/ discomfort/ falling objects	Pupils, volunteers and staff	<ol style="list-style-type: none"> 1. Ensure previous information includes information about the importance of warm layers of clothing and suitable footwear. 2. Modify/ shorten or consider cancelling activities in bad weather. 3. Provide extra clothing as necessary. 4. Be aware of the level of comfort in the group and avoid prolonged periods of inactivity. 	Umbrellas for staff are available in the school office.
	General Public	Forms of abuse/ erratic behaviour/ abduction	<p>Pupils, volunteers and staff</p> <p>Members of the public</p>	<ol style="list-style-type: none"> 1. Staff/ volunteers to be recognisable by school logos on their clothing. 2. Regular headcounts. 3. Staff to be vigilant – politely ask members of the public to leave work area if necessary. 4. Front and back markers to be designated with each group. 5. Attempt to deescalate any potentially confrontational situation if safe to do so. 6. Be prepared to remove group(s) to alternative area if necessary. 7. Follow serious incident procedures and notify police if appropriate. 	
	Separation of group member from group	Getting lost	Pupils, volunteers and staff	<ol style="list-style-type: none"> 1. Regular headcounts. 2. Guidelines given to children about what to do if separated. 3. Children to wear school high visibility vest and educational visit wristband 	If a pupil's behaviour in school shows that they may be a risk when on the visit a discussion must be had with the

			Members of the public	<p>(which contains the school's phone number).</p> <ol style="list-style-type: none"> 4. Ensure participants let leader know if they are leaving the group early. 5. Clear boundaries for activities. 6. Ensure good behaviour. 7. In the event of an acceptable behaviour, consider shortening sessions. 8. Leader at front plus back marker when moving between activities. 	Headteacher and a decision made regarding the suitability of their presence on the visit. If a child is not to attend an educational visit this must be communicated with the family.
Accessing London Underground Station and trains	Using stairs/escalator	Trips and falls	Pupils, volunteers and staff	<ol style="list-style-type: none"> 1. Children to hold handrail and ascend/descend slowly, in single file on the left-hand side. 2. London Underground policy is that if you are going to stand on the escalator, then you stand on the right-hand side. The left is used for overtaking. The groups will use the right-hand side at all times and hold the rail. 3. Staff will make sure that when getting off the escalator the group moves on and gets out of the way of other users. 4. If the leader needs to check on anything, the leader will need to find a safe place to the side in order to stop the group. 	
	Getting on the correct train.	Going the wrong way on the tube	Pupils, volunteers and staff	<ol style="list-style-type: none"> 1. Leader to ensure pre visit facilitates the most straightforward route to the destination, including noting the direction of travel and platform numbers. 	
	Entering the tube train	Trips and falls/separation from group	Pupils, volunteers and staff	<ol style="list-style-type: none"> 1. Brief the party before leaving school regarding extra care needed getting on and off the tube train. 	

				<ol style="list-style-type: none"> 2. Group members must enter the train without blocking the doorway and continue moving down inside the carriage finding a seat where possible. If there are no seats available all members of the group must be holding a handrail. 3. Adults must be the last off the platform and onto the train to ensure no child is left behind. 4. Adults must immediately account for all the children within their group. 	
	Exiting the train	Trips and falls/ separation from group	Pupils, volunteers and staff	<ol style="list-style-type: none"> 1. Prior to the train arriving at the station all members of the group must be informed of which station they will be getting off at. 2. Group members must only leave their seat when the train has reached a complete stop. 3. Children will be the first to leave the train and must walk straight from the carriage to the platform wall and line up in single file. 4. Adults must be the last of the train and onto the platform to ensure no child is left behind. 5. Adults must immediately account for all the children within their group. 	
	Becoming separated from the group in the station	Lost child, staff member or volunteer	Pupils, volunteers and staff	<ol style="list-style-type: none"> 1. Group leader to remind the children of the need to stay together, that the group will not rush for the train. Leader will decide on short manageable sections of the journey that the group will cover i.e. "Stop at the bottom of the stairs." "Stop beyond the end of the escalator by the 2nd pillar." etc. 2. Leader will decide on a muster point should anyone get separated. Stations 	

				<p>do have staff in the entrance area of the station as well as on some platforms where children will be told to go if they get lost.</p> <p>3. The group leader will go through the entrance/ exit barriers first and wait for the children to come through so they can keep order and always maintain full vision of the group.</p>	
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Appendix 4: Risk Assessment Template for Travelling by Coach

COACH TRAVEL RISK ASSESSMENT FORM

Risk assessment for visit to: XXX

Date of visit: XX/XX/XX

Number of pupils: XX

Number of responsible adults - Teachers & Support Staff: X

Method of Transport: XX

Overall Journey risk rating: XX

Lead person: XX

Signed (Visit Lead): XX



Visit Stage	Hazards	Risk	Who is at risk	Risk Control Measures	Further action required to control risk
Travelling by hired coach to a destination.	Injury as a result of road traffic accident	Death, major/minor injury	Pupils, volunteers and staff Coach driver	<ol style="list-style-type: none"> 1. Book a reputable coach operator. 2. Ensure drivers do not exceed specified driving rest periods. 3. All group members to sit forward-facing and wearing seatbelts at all times to go to the toilet one at a time or to supervise the pupils. 4. Member of staff to be positioned adjacent to emergency exit of coach (and minibus where appropriate). 	Coach company to provide own risk assessment if possible.

				<ol style="list-style-type: none"> 5. Pupils are not to sit on the seat behind the driver, or to speak to or distract the driver in any way. 6. Driver not to use mobile phone whilst driving. 7. Leader to check all members of the party have their seatbelts fastened before returning to their seat and fastening their own belt. Leader then informs driver the coach can depart. 	
	<p>First Aid, children require prescribed medication</p> <p>Travel sickness</p>	Minor injury or serious illness	Pupils, volunteers and staff	<ol style="list-style-type: none"> 1. Member of staff carries first aid kit. 2. Any prescribed medication e.g. Inhalers, EpiPens with child if usually responsible or designated member of staff. 3. Sick bags/ buckets and appropriate paper towels and disinfectants should be carried in case of travel sickness. When on long journeys, children who are prone to travel sickness should avoid sitting near the wheels of the bus and should sit towards the front. They should make themselves known to staff members. 4. If medication for travel sickness is taken prior to the journey, ensure staff are aware of this. 	<p>Check Arbor for medical needs of the group.</p> <p>During communication with families, children who are known to suffer with travel sickness must be highlighted to the group leader.</p>
	Fall from vehicle	Death, major/ minor injury	Pupils, volunteers and staff	<ol style="list-style-type: none"> 1. Group to be briefed about behaviour expectations and routines for getting on/ off the coach. 2. Strict supervision at all times. 3. Members of staff to be positioned adjacent to emergency exit of coach (and minibus where appropriate). 	

				<ol style="list-style-type: none"> 4. Pupils sub-grouped into smaller numbers for embarkation/ disembarkation. 5. If disembarking on the road (especially if abroad), pupils should lead off from the coach in single file with adults at the front and rear of the group. This should be done in small groups rather than one long line. 6. Staff to be seated at locations throughout the coach to ensure effective supervision. 7. Where travel is on a UK coach/ minibus abroad, clear safety instructions to be given to pupils/ staff by group leader prior to disembarkation relating to opposite flow of traffic. 8. Pupils to disembark in small groups rather than one long line. 9. Before beginning any trip, all pupils are to be counted on to the coach. 10. When disembarking a coach all pupils are to be counted off the coach. 	
	Falls in moving coach	Death, major/ minor injury	Pupils, volunteers and staff	<ol style="list-style-type: none"> 1. group members to stay seated with seatbelts fastened while the vehicle is moving, accept to go to the toilet or to supervise the pupils on the coach. 2. If having to walk down the coach whilst it is moving, hold seat tops or luggage rack for balance and walk at a slow pace. 	
	Moving round car parks/ service stations during planned stops	Struck by vehicles	Pupils, volunteers and staff	<ol style="list-style-type: none"> 1. Strict supervision at all times. This includes across any car parks/ roads with stopping points chosen to minimise the need to cross car parks and/ or roads. 2. Students to be made aware of safe collection points. 	

				3. Students to disembark in small groups rather than one long line.	
	Separation from main group	Lost/abduction	Pupils, volunteers and staff	<ol style="list-style-type: none"> 1. Students are to be counted onto the coach. 2. When disembarking a coach, all children are to be counted off. 3. Check the bus driver is aware of the route to be taken before setting off. 4. During rest breaks children to be given clearly defined areas in which to stay. 5. Students to be in adult supervised groups and never to be left unsupervised. 6. Staff to be positioned where they can see toilet entrances to minimise the risk of possible abduction/ absconding. 7. Headcounts to be undertaken prior to escorting students back to the coach and again when seated on the couch. 8. Staff to patrol areas pupils are in, especially if not under direct supervision. 9. Staff to wear school jackets or high visibility vests. 	

	Vehicle breakdown		Pupils, volunteers and staff	<ol style="list-style-type: none"> 1. Group leader, in discussion with the driver, to assess risks and decide on course of action dependent on weather, communications, position of breakdown, age of students. 2. If possible, choose a safe place to stop and get group out of vehicle if appropriate to weather, age, behaviour of students. Put hazard lights on and call 999 if on roadside and unable to disembark. 3. Before setting off there should be a check that there is enough fuel for the entire journey. 4. All staff members must ensure their mobile phones are fully charged prior to setting off. 5. All students to be counted on/ off the coach. 	Vehicle to have current MOT, be regularly serviced and maintained. Ensure that vehicle breakdown cover is maintained.
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Appendix 5: Blank Risk Assessment Template for Educational Visits

XXX RISK ASSESSMENT FORM

Risk assessment for visit to: XXX

Date of visit: XX/XX/XX

Number of pupils: XX

Number of responsible adults - Teachers & Support Staff: X

Method of Transport: XX

Overall Journey risk rating: XX

Lead person: XX

Signed (Visit Lead): XX



Visit Stage	Hazards	Risk	Who is at risk	Risk Control Measures	Further action required to control risk
X	X	X	X	1. X 2. X	X
X	X	X	X	1. X 2. X	X
X	X	X	X	1. X 2. X	X

Appendix 6: Authorisation Route for Educational Visits

