



Nunnery Wood Primary School

Educational Visits Policy

Date of Review	2 nd February 2026
Date of Next Review	2 nd February 2028
Signature of Chair	<i>R Harding</i>

Educational Visits Policy

Nunnery Wood Primary School adheres to and fully embrace SPOS guidance and agreement which in turn adopts Association of Advisers for Learning Outside and Educational Visits (AALOEV).

Rationale

Well planned and executed educational visits provide our pupils with valuable experiences which enhance their learning at school. Providing a variety of 'real-life' opportunities for our children enables them to achieve a fuller understanding of the world around them through direct experience. Educational visits are an essential element of good primary practice. Therefore, to maximise the learning experience for each child, it is important that risks are managed.

Purposes

Nunnery Wood Primary School believes in educating the whole child and therefore encouraging staff to work outside the confines of the classroom. In doing so we aim to give students experiences they would not normally have, to gain knowledge by doing and seeing situations in real life. We want to inspire students by widening their opportunities and give them the opportunity to be taught by others but also to share experiences with their peers. We want students to broaden their horizons and take an active part in their education and the education of others. Learning Outside the Classroom (LOtC) manifesto states:

“Learning Outside the classroom is about raising achievement through an organised, powerful approach to learning in which direct experience is of prime importance. This is not only about what we learn but importantly how and where we learn.” (DfES 2006)

All educational visits at Nunnery Wood Primary School have targeted learning outcomes which are recorded by the staff and shared with students and parents where appropriate. At Nunnery Wood an educational visit is defined as **trip** means any visit organised by the school which takes pupils and staff members off-site.

Guidelines

The organisation of an educational visit is crucial to its success. With rigorous organisation and control, a visit should provide a rich, learning experience for the pupils.

The following guidelines support the planning and implementation of educational visits organised at Nunnery Wood Primary School.

The Role and Responsibility of the Educational Visit Co-ordinator (EVC)

Nunnery Wood Primary School endeavours to have all members of staff, employed at NWPS at the time of the EVC training, fully trained as an EVC. The ECL takes into account the following guidance provided by DfE when choosing an EVC:

“The EVC should be specifically competent. The level of competence required can be judged in relation to the size of the establishment as well as the extent and nature of the educational visits planned. Evidence of competency may be through qualification, but more usually will be through the experience of practical leadership over many years of off-site education. Commonly but not exclusively, such competence will be identified in a person on the senior management team of the school.”

The EVC will endeavour to ensure that:

- they have appointed a suitable EVL and DL;
- all necessary actions have been completed before the visit begins. (This applies even when the head is not going on the visit);
- a Risk Benefit Assessment (RBA) is completed and that it is safe to make the visit;
- all staff are EVL trained and that other training needs have been met;
- the group leader has experience in supervising and controlling the age groups going on the visit and will organise the group effectively;
- the group leader has relevant skills, qualifications and experience if acting as an instructor, and knows the location of the activity;
- all supervisors on the visit are appropriate people to supervise children and have appropriate clearance;
- the governing body has approved the visit if necessary;
- parents have signed consent forms;
- arrangements have been made for all the medical needs and special educational needs of all the children;
- the mode of travel is appropriate;
- travel times out and back are known;
- they have the address and phone number of the visit's venue and have a contact name;
- that they have the names of all the adults and pupils in the travelling group, and the contact details of parents and the staff's and volunteers' next of kin.
- All emergency contact details are known and will be available throughout the trip

It is NWPS policy that ECT's will not lead or be a deputy lead during their first year as an ECT. As a second year ECT they may be a deputy lead.

The role and responsibility of the Educational Visit Leader (EVL)

The Educational Visit Leader, is responsible overall for the supervision and conduct of the visit. They will have attended the appropriate Educational Visit Leaders (EVL) training and as part of their induction to Nunnery Wood received training on this policy. They will be aware of

the resources available to support their role including OEAPNG website and EVC resources of the shared area.

The Educational Visit Leader (EVL) should:

- complete the Nunnery Wood Primary School Request Form (Appendix A) outlining the trip, date, timescale and number of adults required. EVC to sign off approval before any bookings are confirmed;
- refer to the Nunnery Wood Planning and Checklist document (Appendix B) throughout and after completion of a school off site visit.
- appoint a suitable Deputy Leader;
- be able to control and lead pupils of the relevant age range;
- be suitably qualified and competent if instructing an activity and be conversant in the good practice for that activity if not;
- undertake and complete the planning and preparation of the visit including the briefing of group members and parents;
- undertake and complete a comprehensive risk benefit assessment (RBA) prior to attending the trip;
- have regard to the health and safety of the group at all times;
- know all the pupils proposed for the visit to assess their suitability;
- observe the guidance set out for teachers and other adults below;
- ensure that pupils understand their responsibilities (see responsibilities of pupils below).
- continuously dynamically risk assess throughout the trip and consider stopping the trip at any point if the health and safety of the pupils is unacceptable.
- complete an emergency contact form, naming 3 emergency contacts who are not on the trip.
- Deputy Leader fully briefed and provided with Risk Assessment and all contact/medical details of adults/pupils attending, prior to the visit;
- paper copies of the Risk assessment pack are given to Deputy Leader and school office. (If there are more than 2 coaches attending a trip, another Deputy should be appointed with a Risk Assessment pack for each coach)
- complete an evaluation form, once the trip is completed, and file Risk assessment and evaluation in the EV folder in the school office.

Other teachers and adults involved in a visit

Teachers on school-led visits act as employees of The Villages' Multi-Academy Trust. They will therefore be acting in the course of their normal employment during their normal hours. They will be acting under an agreement with their Head Teacher and Governors if some of their time on the visit falls outside normal hours.

Teachers and other adults on the visit must:

- provide the group leader with emergency contact number(s);
- do their best to ensure the health and safety of everyone in the group;
- care for each individual pupil; follow the instructions of the leader and help with control and discipline. Non-staff members should generally not have sole charge of pupils except where risks to health and safety are minimal;
- consider stopping the activity if they think the risk to the health or safety of the pupils in their charge is unacceptable.

- provide the group leader with emergency contact number(s);

Responsibilities of pupils

- The group leader should make it clear to pupils that they must not take unnecessary risks;
- follow the instructions of the leader and other adults;
- dress and behave sensibly and responsibly;
- look out for anything that might hurt or threaten anyone in the group and tell the group leader about it;

Any pupils whose behaviour may be considered to be a danger to themselves or to the group may be stopped from going on the visit or withdrawn from the activity if it has already begun. The curricular aims of the visit for these pupils should be fulfilled in other ways.

Parents

The group leader should ensure that parents are given information about the purpose and details of the visit and are invited to any briefing sessions for longer/residential visits.

The group leader should also tell parents how they can help prepare their child for the visit by, for example, reinforcing the visit's code of conduct.

Special arrangements may be necessary for parents for whom English is a second language;

Parents must:

- provide the group leader with emergency contact number(s);
- sign the consent form;
- give the group leader relevant information about their child's health which might be relevant to the visit.

Planning off-site visits

Whether the visit is to a local park, museum, swimming pool, or includes a residential stay, it is essential that careful planning takes place. This involves considering the dangers and difficulties which may arise and making plans to avoid them.

The Group Leader is responsible for planning all off-site visits. The EVC must be satisfied that the person planning the visit is qualified to do so and has the necessary experience.

Where activities that are offsite are part of the regular routine of the curriculum offered at Nunnery Wood Primary School, for example weekly swimming lessons, the educational leader must complete the EVL checklist with the Educational Visit Coordinator before conducting the first session. The risks will then be monitored on weekly basis and amended as appropriate- any amendments will be made know to the EVC.

Procedural requirements of LOtC

Consent

Consent for a visit/activity that takes place repeatedly over a number of weeks is gained once so long as parents are aware that consent has been given for repeated visits e.g. weekly swimming lessons.

Specific consent is required when a trip has a cost and consent will be given when parents are paying for the trip through Arbor. Consent is given by ticking a particular box.

Specific consent requires parents to be informed of the nature and type of activity, the aims and objectives of the activity/visit, logistical information such as transport arrangements; timings; dress code and food arrangements if applicable. Only on receipt of consent (box ticked) for the specific activity/visits will a student be able to participate.

Risk Benefit Assessment

Generic Risk Benefit analysis can be undertaken for activities covered by blanket consent. For example, a generic risk benefit analysis can be used for school sports activities including sports teams or for using the school grounds for research or visiting the local park or town centre. For every activity using these generic forms staff need to make reference to specifics within the group of students such as medical, behavioural, educational needs of individuals.

For more complex visits/activities specific Risk Benefit analysis is required. This must inform the planning of the activity/visit and make reference to students needs and control measures put in place to minimise the risk and maximise the benefits. Outline analysis must be supplied at the time requesting approval for the activity.

The risk assessment should include the following considerations: Use STAGER and the RADAR GRAPH on the AALOEV info website.

Staff
Timing
Activity
Group
Environment
Remote

- what are the risks?
- who is affected by them?
- what safety measures need to be in place to reduce risks to an acceptable level?
- can the group leader guarantee that these safety measures will be provided?
- what steps will be taken in an emergency?
- what is the acceptable ratio of adults to children for this visit? (See section on Supervision.)

The EVL and other supervisors should continually reassess the risks throughout the visit and take appropriate action if pupils are in danger.

The educational visit leader should take the following factors into consideration when assessing the risks:

- the type of activity and the level at which it is being undertaken and the location;
- the competence, experience and qualifications of supervisory staff;
- the group members' age, competence, fitness and temperament;
- pupils with special educational or medical needs;
- the quality and suitability of available equipment;
- seasonal and environmental conditions, weather and timing.

All visit leaders should be aware of the Educational Visits policy.

SPOS guidance sets clear expectations on the requirements regarding the management of risks in the context of LOfC. Whilst there is no legal prescription governing this process, HSE provide clear lead in their

“Principles of Sensible Risk Management”

(<http://www.hse.gov.uk/risk/principlespoints.htm>)

These principles require that the risk assessment should be:

- Simple
- Proportional
- Suitable
- Sufficient
- Manageable

In order that we manage risk when LOfC we need to ensure that risk management is an integral part of the planning process. It is important that the leader of the visit has the experience and competency to manage the planning process positively and successfully plan a minimal risk visit. It is important that this process is a team effort and all members of the visit are involved in this planning process and that their roles and responsibilities are known and understood by all. As a team the significant hazards need specific focus and it is important that the control measures put in place are suitable and sufficient to manage the risk and those responsibilities are clearly defined.

When managing risk the process will be realistic and effective when it is flexible and able to adapt to the environment and situation. When LOfC staff need to constantly evaluate the environment and create a dynamic risk management assessment and change activities/routes/locations as needed to keep students safe. Planning a visit is only the starting point, once outside the classroom dynamic risk assessment must be constantly on going and staff need to have the competency and confidence to make changes to respond to situations.

Risk management is broken down into 3 levels:

- Generic Risk Assessment – these are statements of good practice which can apply to the given activity. They will identify the hazards and associated risks and set out the usual but non-specific, control measures that can be implemented to reduce risks to a level that will allow the activity to proceed. Copies of the SPOS generic risk assessments are held on the Gateway under ‘Educational Visits’.
- Event Specific Risk Assessment – these assessments are the responsibility of the appointed visit leader, they will be unique to each occasion and should be developed by the team running the visit. They should also take into account the site/environment, individuals in the group and any activity specific needs. This requires LOTC 2 to be completed, a copy given to EVC at least 5 days before the visit – failure to submit this document may result in the visit not taking place.
- Ongoing / Dynamic Risk Assessment – this involves professional judgements regarding operational group management, in response to changing circumstances. It is critical that control measures are monitored and confirmed or adapted as required. It is the ongoing decisions that will determine the safety of the group and the success of the activity. The lessons learnt from ongoing Risk Assessments will inform future events and Generic Risk Assessments

When an external provider is delivering activities a Visit Leader should seek assurances that a provider has appropriate risk management systems in place, the leader should NOT ask for copies of risk assessment documentation. In these instances a visit leader need only produce risk management documentation for the times the pupils are under their care. When a facility is new to the visit leader and their team it is essential that a preliminary visit is undertaken. Many facilities offer free visits to support the need to know the environment you are taking students.

Monitoring LOtC

All activities and visits are subject to scrutiny from the EVC and Head teacher. If the EVC and Head teacher are not happy with the planning or preparation for a visit then approval will not be granted. This will remain the case until the necessary planning and preparation has taken place. This includes request forms submitted to EVC and planning discussed, preliminary visits taken place (as appropriate) and appropriate consent gained.

Exploratory visit

Wherever possible the group leader should undertake an exploratory 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 pupils in the group;
- ensure that the group leader is familiar with the area before taking a party of young people.

If it is not feasible to carry out an exploratory visit, a minimum measure should be to contact the venue, seeking assurances about the venue's appropriateness for the visiting group. In addition, it may be worth seeking views from other schools who have recently visited the venue. In some cases, such as when taking walking parties to remote areas, it may be appropriate to obtain local information from the Tourist Boards.

First Aid

First Aid provision should be considered when assessing the risks of the visit. For adventurous activities, visits which involve overnight stays, or visits abroad it is sensible to have at least one trained first-aider in the group. The group leader should have a working knowledge of first aid and all adults in the group should know how to contact emergency services.

The minimum first-aid provision is:

- a suitably stocked first-aid box;
- a person appointed to be in charge of first-aid arrangements.

First-aid should be available and accessible at all times. If a first-aider is attending to one member of the group, there should be adequate first-aid cover for the other pupils. The Group Leader should take this into account when assessing what level of first-aid facilities will be needed. The contents of a first-aid kit will depend on what activities are planned.

Supervision

It is important to have a sufficient ratio of adult supervisors to pupils for any off-site visit. The factors to take into consideration include:

- gender, age and ability of group;
- special needs pupils;
- nature of activities;
- experience of adults in off site supervision;
- duration and nature of the journey;
- type of any accommodation;
- competence of staff, both general and on specific activities.

There should always be a designated Deputy Leader, who is fully briefed in case they need to step into Visit Lead role, and enough supervisors to cope effectively with an emergency. When visits are to remote areas or involved hazardous activities, the risks may be greater and supervision levels should be set accordingly.

Each visit will be assessed individually through the school's risk benefit assessment procedure for educational visits. It is the responsibility of the Group Leader to show an awareness of the dynamics of that particular group and provide adequate supervision.

The use of Voluntary helpers

Careful consideration should be given to whether a voluntary helper may require a Disclosure and Barring Service check. In general terms, those helpers with frequent or intensive contact should be checked.

A volunteer parent helper on a one – off visit to the museum, for example, where they will be working under the direct supervision of teachers and TA's does not require a DBS check. See appendix for further clarification.

All adult supervisors, including school staff and parent helpers must understand their roles and responsibilities at all times. In particular, all supervisors should be aware of any pupils who may require closer supervision, such as those with special needs or those with behavioural difficulties. Teachers retain responsibility for the group at all times.

SPOS and SLT recommend parent volunteers are not allocated a group of children which includes their own child. The same applies for staff who may have children in the group.

For the protection of both adults and pupils, all adult supervisors should ensure that they are not alone in a one to one situation with a pupil.

If the school is leading an adventure activity, such as canoeing, must ensure that the EVL and other supervisors are suitably qualified to lead and instruct the activity before they agree that the visit can take place. Qualifications can be checked with the National Governing Body of each sporting activity.

Whatever the length and nature of the visit, regular head counting of pupils should take place. The group leader should establish rendezvous points and tell pupils what to do if they become separated from the party.

Preparing Pupils

Providing information and guidance to pupils is an important part of preparing for a school visit. Pupils should have a clear understanding about what is expected of them and what the visit will entail. Pupils must understand what standard of behaviour is expected of them and why rules must be followed. The lack of control and discipline can be a major contributory factor when accidents occur. Pupils should also be told about any potential dangers and how they should act to ensure their own and other's safety.

Pupils should be involved in planning, implementing and evaluating their own curricular work and have opportunities to take different roles within an activity. This could include considering any health and safety issues.

Participation

Pupils should be assessed to ensure that they are capable of undertaking the proposed activities. During the visit they should not be coerced into activities they fear.

Pupils whose behaviour is such that the group leader is concerned for their, or others' safety, should be withdrawn from the activity. On residential visits the group leader should consider whether such pupils will return home early.

Information to pupils

It is for the group leader to decide how to provide information, but they should be satisfied that the pupils understand key safety information. Pupils should understand:

- the aims and objectives of the visit / activity;
- background information about the place to be visited;
- how to avoid specific dangers and why they should follow rules; why safety precautions are in place; why special safety precautions are in place for anyone with disabilities;
- what standard of behaviour is expected from pupils;
- who is responsible for the group;
- what to do if approached by a stranger;
- what to do if separated from the group
- emergency procedures

Transport and pupils

Pupils using transport on a visit should be made aware of basic safety rules including:

- arrive on time and wait for the transport away from the road, track, etc.
- do not rush towards the transport when it arrives;
- wear seatbelts and stay seated while travelling on transport;
- make sure bags do not block aisles on the transport ~~Never~~ attempt to get on or off the moving transport; ~~never~~ throw things out of the transport vehicle's windows;
- never get off a vehicle held up by traffic lights or in traffic;
- never run about while transport is moving or pass someone on steps or stairs;
- never kneel or stand on seats or otherwise impede the driver's vision
- never distract or disturb the driver;

- stay clear of automatic doors / manual doors after boarding or leaving the transport;
- after leaving the vehicle, always wait for it to move off before crossing the road;
- if you roads have to be crossed to get to the transport always use the Green Cross Code
- if feeling unwell while travelling, tell a teacher or the person who is otherwise responsible for the group.

Pupils with special educational and medical needs

The EVC, EVL, SEND lead and SLT will make every effort to try not exclude pupils with special educational or medical needs from school visits, however, this might not always be possible.

Communicating with Parents / Guardians

The following information on matters that might affect pupil's health and safety is useful to parents, and will be included in letter to parents / guardians prior to a visit:

- dates of the visit;
- times of departure and return;
- mode(s) of travel including the name of any travel company;
- details of accommodation with security and supervisory arrangements on site; names of leader, or other staff and of other accompanying adults;
- visit's objectives;
- details of the activities planned and of how the assessed risks will be managed;
- clothing and equipment to be taken;
- money to be taken;
- the information to be given by parents and what they will be asked to consent to.

Residential Visits

Hostels and Hotels

The school will bear in mind the following:

- the EVC should ideally have adjoining rooms with staff quarters next to the young people's – we will endeavour to obtain a floor plan of the rooms reserved for the group's use in advance;
- the immediate accommodation area should be exclusively for the use of the group;
- access by staff to student rooms must be available at all times;
- separate male and female sleeping areas for pupils and adults;
- ensure that the whole party are aware of the lay-out of the accommodation, its fire precautions / exits, its regulations and routing, and that everyone can identify key personnel;
- security arrangements – where the reception is not staffed 24 hours a day, security arrangements should be in force to stop unauthorised visitors;
- ensure that locks / shutters etc. work on all the rooms used by the group;
- storage of clothes, luggage, equipment etc., particularly safekeeping of valuables;
- adequate lighting – it is advisable to bring a torch;
- provision for sick, disabled pupils or those with special needs; Safety in rooms (electrical connections, secure balconies);

- recreational accommodation / facilities for the group.

Coastal visits

Group leaders and other teachers should be aware that many of the incidents affecting school children have occurred by or in the sea. There are dangers on the coast quite apart from those incurred in swimming. At Nunnery Wood, the group leader should bear the following points in mind in the risk assessment of a coastal activity:

- tides and sandbanks are potential hazards so timings and exit routes should be checked;
- ensure group members are aware of warning signs and flags;
- establish a base on the beach to which members of the group may return if separated;
- look out for hazards such as glass, barbed wire and sewage outflows etc; some of a group's time on a beach may be recreational. Group leaders should consider which areas of the terrain and sea are out of bounds;
- cliff tops can be highly dangerous for school groups even during daylight. The group should keep to the path at all times. Group leaders should consider whether it is safe for pupils to ride mountain bikes on coastal paths.

Swimming

Swimming and paddling in the sea or other natural waters are potentially dangerous activities for a school group.

Swimming in the sea on a coastal visit, will **not** be allowed for Nunnery Wood Primary School children. Paddling will only be allowed as part of a supervised and risk benefit assessed activity in recognised bathing areas which have official surveillance. Pupils should always be in sight of their teachers. One teacher should always stay out of the water for better surveillance.

Where paddling is to be allowed on a visit, a ratio of 1 adult:4 children is a minimum.

Farm visits

We recognise that farms can be dangerous even for the people who work on them. Taking children to a farm will be very carefully planned, and the risks to be assessed should include those arising from the misuse of farm machinery and the hazards associated with E coli 0157 food poisoning and other infections.

The proposed farm will be checked to ensure that it is well managed; that it has a good reputation for safety standards and animal welfare; and that it maintains good washing facilities and clean grounds and public areas. An exploratory visit should be carried out.

Activities led by non-school staff

Any off-site school visit should be to a venue which holds the LOtC quality assured badge. Where venues do not have the badge further evidence that it is a suitable location is required. This can be collected through a preliminary visit and a specific RBA completed.

In activities such as outdoor activities which are led by trained instructors who are not school staff or volunteers children will still be accompanied by school and volunteer staff. The activity will be run by the external member of staff but the group leader will still be responsible for the group in most cases.

In situations where groups are broken down into smaller groups for activities and there are not enough school staff for each group, the group will be led by a qualified instructor who meets the standards of the facility that have the quality assured badge. The EVL is responsible for ensuring all groups are monitored and dynamically assessing the individual children and the group that they go into.

Emergency Procedure

In the unlikely event that an emergency occurs the visit leader MUST have 3 nominated people employed by The Villages' Multi Academy Trust who can offer 24/7 cover as an emergency contact. The nominated people must have all contact details for visit leader and staff involved a copy of all consents for pupils and details of the visit. This information must be submitted to EVC and nominated emergency contact.

The emergency contacts must be in a position to support the visit for the duration pupils and staff are away. They must also be in a position to support and advise the staff when situations arise and be able to contact parents if necessary. For overnight and/or international visits a minimum of 2 emergency contacts must be available. These contacts must also be made available to SPOS through the (F2) for which must be completed at least one month before the visit for high risk activities, overnight visits or visits travelling more than 50 miles from Nunnery Wood. For international visits F2 must be completed a term in advance of the visit. Copies of F2s must be given to EVC.

For overnight visits or international visits, it is good practice to give parents a contact number so they can contact you in an emergency. This number can be the venue or a school provided mobile.

Visit Leaders and emergency contacts must also be aware of the emergency contacts for SPOS. To activate support the leader needs to be able to call the school office in daytime hours. If the trip involves being away outside school hours, the leader needs to take an alternative number, which the EVC and school office will provide.

These numbers should be carried by the visit leader and nominated emergency contact at all times during an offsite activity but should only be used in the case of a genuine emergency. (When there are serious injuries or fatalities, at serious risk or has gone missing for a significant and unacceptable period). They must under NO circumstance be given to pupils or parents.

A Visit Emergency Management Plan will be in place for each trip and this procedure will be followed in case of an emergency. As identified by AAOLEV there is a hierarchy of visit problems.

- 1- Incident- a problem which arises whilst on the trip but can be dealt with by the EVL and reported when returning to school. RBA's will need to be evaluated.
- 2- Emergency- School will need to be informed at point of emergency and further intervention may be required. The incident will need to be evaluated and RBA's amended.
- 3- Critical- The emergency contact will be contacted and the Visit emergency plan will be utilised. The trip will be terminated and through dynamic risk assessment children returned as quickly and as safely as possible to school.

- 4- Major incident- requires the involvement of emergency services who will then lead on the resolution of the incident. Emergency contact(s) will be required to support based in school.

Residential Visits

When organising a residential visits it is essential that the location is known to the visit leader. For any overnight visits the visit leader must organise a parent's consultation where expectations are clearly set out. It is good practice to develop a code of conduct which both parents and pupils sign to show they understand the expectation while they are away and also highlights the consequences if they fail to meet these expectations.

Adapted and Updated by: Donna Cooper (EVC)

Date: January 2026



(Appendix A)

Educational Activities and

Visits Request Form

Please complete the form below if you are organising any offsite activity/visit. It must be seen and signed by an EVC before the trip can be finalised, booked and planned. Provisional bookings can be made to hold dates but must be done so at no cost with no cancellation fee.

Name of proposed trip Leader:

Date of Proposed trip:

Location of proposed trip:

Time the trip will be offsite (from and to):

Number of Children:

Do any children require 1:1 for the trip? (Please write child initials):

Do any children require any additional accessibility arrangements?

Number of staff being requested for the trip:

Once complete, please send to EVC

Signed by EVC:



(Appendix B)
Educational Visits Planning and Checklist

Before booking and communicating with parents EVL MUST

- Complete Educational Activities & Trips Request Form and hand in to DC (DC or RB in her absence)
- Appoint a suitable Deputy Lead
- Ensure at least one qualified First Aider (or required number) is available to attend.
- Inform EVC of activities to be completed on trip
- Cost of trip (if cost will exceed £25, then a questionnaire must be sent to parents 3 months in advance, see RB. Excludes residential)
- When gathering above information provisional bookings can be made as long as there is no cost and no cancellation fee.
- When EVC has agreed for trip to proceed EVC MUST
- Book location
- Book Transport
- Communicate with parents
- Communicate with office to support with collecting trip cost on Arbor.
- Check previous evaluation of the trip for any changes (if the trip has been done before)
- Complete SPOS risk assessment pack 2 weeks prior to the trip (including SPOS Generic and Specific RAs) ensuring that ALL information is up to date and relates to the exact trip. If a risk is assessed as unacceptable then action is required to ensure it is acceptable and the trip can go ahead.

WHILE ON THE TRIP EVL MUST ENSURE

- The visit leader and deputy leader both have a copy of the complete pack. Including medical details for all the children, school staff and adult/parent helpers.
- Other adults supporting the trip have been given copies/ briefed on the risk assessments.
- Parent helpers **are not** to have their child in their group.
- Parent helpers are not left alone / or take children to the toilets without being accompanied by a member of staff,
- Any first aid is administered (however small) then the accident form at the back of the pack needs to be completed. On return to school it must be given to the EVC, so that it can be stapled to the school accident book.
- Take a mobile phone and ensure staff have contact for the visit leader.
- All the emergency contacts list for pupils and staff are included in the trip pack.
- Children have been put into groups, please make sure that each adult, who is responsible for a group, has a list of all the groups and their leader. You should

put the name of the visit leader at the top of this sheet and the mobile number. This ensures ease of communication if there is an incident.

- First aid kits taken, including any appropriate medication.

AFTER THE TRIP

- Please hand the accident form to the EVC (if it has been used)
- Complete a short evaluation form and put it with the complete pack in the folder that is in the office.
- Report and discuss any incidents with the EVC (no matter how small).



