

Educational Trips and Visits Policy

Sybil Andrews Academy



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Contents

Contents	2
1. Aims and scope.....	2
2. Legislation and guidance	3
3. Roles and responsibilities	3
4. Planning and preparation	5
5. Risk assessment	6
6. Volunteers.....	8
7. Communication and consent	8
8. Emergency procedures and incident reporting	9
9. Charging and insurance	10
10. Residential visits.....	10
11. Review	11
12. Links with other policies	11
Appendix 1: Proposed visit planning information	12
Appendix 2: Risk assessment template	15
Appendix 3: Volunteer behaviour and code of conduct	17
Appendix 4: Local Field Trip Risk Assessment.....	15
Appendix 5a: Sports Fixture Consent Form.....	19
Appendix 5b: Sports Fixture Risk Assessment.....	20
Appendix 6: Emergency Procedure.....	24
Appendix 6a: Model Emergency Procedures.....	25
Appendix 6b: Emergency Action Plan: Mini Bus Breakdown.....	29
Appendix 6c: Emergency Action Plan: Mini Bus / Car Accident.....	30
Appendix 6d: Emergency Action Plan: Incident – Sudden Illness or Injury.....	32
Appendix 6e: Emergency Action Plan – Recording an Incident.....	33
Appendix 7: Transport in Private Cars.....	35
Appendix 8: Educational Visits Checklist.....	38

1. Aims and scope

Educational visits are activities arranged by, or on behalf of, our school, which require pupils to leave the school premises, having been authorised to do so by the headteacher or other designated member of staff.

Educational visits are a valuable way to enhance learning and improve attainment, and these visits form an integral part of our approach to furthering our pupils' education and personal growth.

The benefits to pupils of taking part in visits and learning outside the classroom include, but are not limited to:

- Improvements in their ability to cope with change.
- Increased critical curiosity and resilience.
- Opportunities for making connections, creativity, developing learning relationships and practicing strategic awareness.
- Improved achievement and attainment across a range of curricular subjects. Students are active participants not passive consumers, and a wide range of learning styles can flourish.
- Enhanced opportunities for 'real world' 'learning in context' and the development of the social and emotional aspects of intelligence.
- Increased risk management skills through opportunities for involvement in practical risk/benefit decisions in a range of contexts. i.e. encouraging students to become more risk aware as opposed to risk averse.
- Greater sense of personal responsibility.
- Possibilities for genuine team working including enhanced communication skills.
- Improved environmental appreciation, knowledge, awareness and understanding of a variety of environments.
- Improved awareness and knowledge of the importance and practices of sustainability.
- Physical skill acquisition and the development of a fit and healthy lifestyle

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. It sets out the roles and responsibilities of staff, pupils and volunteers when it comes to visits.

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 trips organised by the school
- Trips abroad organised by the school

2. 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](#)

3. Roles and responsibilities

3.1 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 board to approve residential trips of more than 24 hours

3.2 The educational visits co-ordinator (EVC)

The role of the EVC 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

3.3 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
- Seek and obtain approval for all educational visits from the headteacher
- 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 trips are inclusive of all pupils' needs
- Make sure staff are capable and able to fulfil their roles at all times while responsible for pupils and others

3.4 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:

- Carry out any required risk assessments and work with the trip lead
- 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

3.5 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

3.6 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

3.7 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 trip
- Dress and behave as expected for the length of the trip
- 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.

4. Planning and preparation

The decision on whether or not a visit will take place will be made by the Headteacher, and based on factors including:

- Cost (including any potential cost to parents/carers)
- Timing in the school year and any potential clashes
- Educational purpose and value
- Disruption to the normal running of the school
- Health and safety considerations
- Staff-to-pupil ratio

As part of the planning stage, information will be gathered by staff proposing the visit, including:

- Location and travel distance

- Travel plans or options
- Full cost breakdown, including multiple options where available
- Resources, including staffing, volunteers, and physical supplies
- Accommodation options, where needed
- Insurance details, where needed
- Risk assessment plans and first aid provision
- What safety measures can be put in place in order to reduce any risks

See **appendix 1** for our trip information form for the planning and approval of a visit.

In cases where a trip involves activities for more than 24 hours, an overnight stay and/or travel overseas, the Headteacher will seek approval of the governing board.

Once the risk assessment has been approved by the Headteacher, and the governing board where relevant, staff will communicate with parents/carers and provide trip information.

Parental consent will be required for trips that take place outside of normal school hours, and for any trips requiring a higher-than-normal level of risk assessment.

We will evaluate each visit after its conclusion, from the planning through to the visit itself, to continually improve the planning and experience of our future visits.

4.1. Inclusion

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

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

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

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

5. Risk assessment

We will carry out a full risk assessment at least 2 weeks before the start of all trips on EVOLVE.

This will be completed using a risk assessment template (see example in **appendix 2**), and approved by the Headteacher or by the Trust for overseas trips. Existing risk assessments (which can be found on EVOLVE) or those provided by the destination itself might also be used to support this process.

The risk assessment will include any specific medical issues and allergies (for staff and pupils), the role of additional support on the visit, specified activities to be carried out, as well as risks associated with transport to and from the destination.

Where practical, staff may make a preliminary visit to the trip destination as part of the planning and risk assessment process, but this is not mandatory.

Trip leads will raise any concerns or questions about potential risks and safety measures with the headteacher and, where appropriate, third party vendors.

Every risk assessment will be approved by the headteacher, and a copy taken on the visit and another copy left with the EVC.

See also **Appendix 8** – Educational Visits Checklist

5.1 Staff ratios and first aid

Risk assessments for each visit will ascertain the safe level of supervision required. On all educational visits, we will make sure:

- At least 1 male and 1 female supervising adult is present (for mixed pupil groups)
- At least 1 supervising adult able to administer first aid is present on all trips
- Appropriate first aid equipment will be taken on all trips, in accordance with the school's first aid and health and safety policies. The EVC will advise where to find first aid equipment.
- All supervising adults will be made aware of any medical issues or allergies at the start of the trip
- Adults without a DBS check will not be left alone with pupils at any time
- The trip lead will take regular registers and headcounts at key points of the trip

5.2 Transport

Transportation for trips will be organised by the school, in line with our first aid policy. We will make sure pupils, staff and volunteers are transported safely and efficiently, with the required first aid provision.

Unless previously agreed with parents, transport for visits will leave from, and return to, the school site.

5.3 Use of external organisations

As part of the risk assessment process, we will check that any external organisations providing an activity have appropriate safety standards and liability insurance.

This includes checking that organisations hold the Learning Outside the Classroom (LOtC) Quality Badge. Where an organisation does not, we will check additional details as outlined in the DfE's guidance on [health and safety on educational visits](#) to make sure it's an appropriate organisation to use.

We will have a written agreement in place with each external organisation outlining what everyone is responsible for during the activity.

5.4 Small Scale Local Visits And Sports Fixtures

These are small scale trips and visits that are in a reasonable locality to school and take place within the times of the extended school day. These trips are at discretion of the Headteacher and staff must seek approval from the EVC and Headteacher prior to a trip leaving the school site. Staff are allowed to lead trips of this kind without completing the EVOLVE visit approval process, provided they follow the procedures below.

- Seek approval from the EVC and Headteacher at least one week in advance.

- Complete and edit a 'Local Area Risk Assessment' (**Appendix 4**) and have this approved by the EVC before the trip departs.
- Issue letters to parents / carers, which the option of them declining the participation of their child.
- Liaise with trips administrative support regarding trip packs and medical kits.

Sports Fixtures

- Parents / carers of students who represent the school off site must provide consent by completing a 'Sports Fixtures Approval Form' (**Appendix 5a**) or a consent form on ParentPay.
- All consent forms and emergency contact details must be accessible by the Main Reception. Admin staff can collate relevant contact and medical information needed for the trip leader for each fixture.
- A generic risk assessment must be created by the Head of Physical Education and shared with all staff leading school fixtures (**Appendix 5b**). The Head of PE must be confident that any members of staff leading fixtures are competent in their role. The staff leading the fixture must sign the risk assessment.
- A team sheet must be left at Main Reception prior to departure.
- A more specific risk assessment may be necessary depending on the activity.

6. Volunteers

Where appropriate, parents and carers may be asked to volunteer to attend and supervise pupils alongside staff members on trips. Where more parents/carers volunteer than required on the visit, those invited to attend will be selected as fairly and transparently as possible, whilst taking into consideration:

- The needs of the pupils going on the trip
- The setting and circumstances of the trip
- Volunteers' skills, attitude and past behaviour, including previous volunteer experience

Parents/carers selected to volunteer will be informed at least 2 weeks ahead of the visit, and asked to confirm their attendance in writing. They will also be asked to confirm they agree with the expected behaviour. See **appendix 3** for our volunteer code of conduct for educational visits.

Volunteers will receive a full induction from staff members on the day of the visit, prior to departure, including on their responsibilities, expected behaviour, the process for raising concerns, emergency procedures and contact details, and the expected timetable of the trip.

Where practical and as required by the nature of visits (i.e. when volunteers may be left with children without staff members present), volunteers may be asked or required to undergo safeguarding checks, including DBS checks.

At no point will volunteers on whom no safeguarding checks have been carried out be left alone with pupils or given sole responsibility for the care of a pupil.

7. Communication and consent

We will contact the parents and carers of pupils invited to take part in an educational visit at least 1 month before the proposed date of the trip. Communication will be via letter or email, and information provided will include the date, travel times, destination, purpose of the visit, and the size of the group attending.

We will also communicate:

- Times and details of travel, including drop-off and pick-up times and location
- Pupil-to-staff ratios and staff qualifications, where relevant
- Clothing and equipment required, and whether this is provided by the school
- Expected behaviour and consequences of pupils' failure to meet these standards

Where required, parents/carers will be asked to provide consent for educational visits by completing a form on ParentPay.

Because most visits during the school day will be part of the curriculum, we will not always need written consent. However, we will always inform parents/carers as above about any off-site visits, and give an opportunity for them to withdraw their child.

Parents/carers will also be asked to provide current and relevant medical information and dietary requirements, as well as emergency contact numbers where they can be reached.

In the case of overseas trips, they will be asked to provide passport information and European Health Insurance Card or UK Global Health Insurance Card information, if available.

Please also see section 5.4 above for information about small scale local visits and sports fixtures.

8. Emergency procedures and incident reporting

Generally, emergency planning will be defined as planning for:

- Serious and unexpected risk
- Serious and life-threatening injury
- Individuals going missing
- A serious breach of safeguarding expectations

The trip leader will be familiar with these plans for each visit.

In the case of an emergency, the trip leader or other supervising adult will contact the school office. The school office will then contact parents/carers as required, and inform them of changes to plans or cancellations of trips and/or alternative travel plans. This will form part of a wider communication plan that covers how routine communications should be handled in such situations.

1 member of staff will always accompany a pupil seeking medical treatment.

In a case of a pupil being unaccounted for, the trip leader will search the area while another member of staff remains in charge of other pupils. In the unlikely event that a pupil cannot be found within 30 minutes, the trip leader will contact the school office who will notify the parents/carers. The trip leader will then contact the police and provide them with the relevant information so they can take over the search, staying with them to comfort the pupil when found. The remaining staff and adults will return to the school with the rest of the pupils.

All incidents and accidents will be reported in line with our health and safety policy, including required reporting to Ofsted and the Health and Safety Executive (HSE).

Smaller incidents, accidents or near misses that do not require external reporting will still be covered by an internal report, to include steps that can be taken in the future to avoid similar incidents.

There will also be a clear process for evaluating all visits and trips once they have been concluded from the planning through to the visit itself. This will help with evaluating whether planning worked and to learn from any incidents that took place.

See also Appendix 6 – Emergency Procedure

9. Charging and insurance

We will follow our school's charging and remissions policy at all times – see the Finance Policy.

Parents/carers won't be asked to pay for any educational visit that takes place during school hours. They also won't be asked to pay for any educational visit that takes place outside of school hours **if** it is part of the National Curriculum, a syllabus for a prescribed public examination, or religious education.

Where necessary, we may ask for a voluntary contribution to the costs of educational visits, but this will be entirely optional (except for residential visits) and will not affect pupils' ability to take part fully in the trip.

We will make sure adequate insurance is in place for all trips, including, but not limited to: cancellation insurance for contracts with external providers, travel insurance, accident and medical cover, and loss of luggage and other personal items.

10. Residential visits

The 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.

11. Review

This policy will be reviewed every 2 years by the Headteacher. At every review, the policy will be shared with the full governing board.

12. Links with other policies

This policy links with the following policies and procedures:

- Health and safety policy
- Charging and remissions policy (see the Finance Policy)
- Behaviour policy
- Child protection procedures
- First aid policy
- Special educational needs (SEND) policy
- Equality information and objectives

Appendix 1: Proposed visit approval form

To be completed by the staff member proposing the educational visit, and submitted to the EVC.

Day / Evening trips in the UK – To be submitted one term in advance of the trip

Overseas / Residential trips – To be submitted at the start of the summer term in the academic year before the trip

Name of staff member proposing the visit:

Date of request:

Response required by (date):

Proposed trip information

	TRIP INFORMATION	ADDITIONAL COMMENTS
Destination		
Trip date and times		
Length of stay		
Purpose of visit / educational benefits		
Year groups and number of pupils		
How pupils have been selected (if applicable)		
Number of PP pupils		
Details of consideration given to PP pupils (e.g. places offered first, funding etc.)		
Staff involved		
Resources required, including: <ul style="list-style-type: none">> Volunteers> Physical supplies> Transportation		
Risk assessment plans and first aid provision		
SLT Emergency Contact		

Unity Schools Partnership Emergency Contact		
Other relevant information		

Finance

	Cost	Additional comments
Transport (including minibus costs if applicable)		
Car parking		
Admission/activity costs (per head from the company) Include the number and cost of any adult admissions		
Insurance		
Cover for teachers/staff		
Accommodation Include costs for non-paying accompanying adults		
Subsistence Include meal costs for accompanying adults		
Activities Include the cost of activities not included in the package price of the trip. Please list each activity separately.		
Administration		
Other costs		
TOTAL		
Contribution per pupil		
Subsidy from school/department		
Finance Assistant approval (signature)		

Trip Approved by

	Signature	Print Name	Date
EVC			
Headteacher			
Governor (for residential and overseas trips)			

Appendix 2: risk assessment template

Date of assessment:

Date(s) of trip:

Trip leader:

Assessor:

Trip destination:

Checked by:

HAZARD	WHO MIGHT BE HARMED AND HOW?	WHAT ARE YOU ALREADY DOING?	DO YOU NEED TO DO ANYTHING ELSE TO CONTROL THIS RISK?	ACTION: WHO?	ACTION: WHEN?	DONE
E.g. slips and falls caused by wet floor	Pupils and staff	Appropriate footwear to be worn, first aid kit to be carried at all times	Follow additional instructions from destination staff as appropriate	Trip leader	Duration of trip	

Appendix 3: Volunteer behaviour and code of conduct

This code of conduct sets out the expected behaviour for volunteers attending school trips. Volunteers should read and sign this form, showing that they understand and agree to follow this code while acting on behalf of the school. If you feel you cannot agree with this code, please speak to the trip leader at the earliest opportunity and withdraw from the trip.

A copy of this form will be kept in the school office, and you may ask for a photocopy to keep for yourself.

Volunteers agree to:

- Remain professional and respectful with staff and pupils at all times
- Listen to and act on instructions from staff
- Dress appropriately for the trip
- Arrive at the agreed time and remain until the trip is concluded and they are told they may leave by staff
- Pay attention to potential dangers and raise concerns with staff
- Act responsibly and demonstrate good behaviour to pupils
- Report any concerns about the safety or wellbeing of a pupil to staff as soon as possible

Volunteers agree **not** to:

- Exchange contact details with pupils unless told to by a member of staff
- Engage in physical contact with pupils unless appropriate or required
- Share inappropriate personal information (i.e. personal beliefs, religious views, relationship status)
- Use demeaning, offensive, abusive or insensitive language
- Smoke, drink alcohol, or use drugs (other than those required for medical reasons) or be under the influence of alcohol or drugs (other than those required for medical reasons) for the duration of the visit
- Allow themselves to be left alone with a pupil unless previously agreed with staff
- Take photographs or record pupils without the permission of pupils and staff

As a volunteer, I have read and agree to this code of conduct, and will follow the rules set out above.

Signed:

Print Name:

Date:

Appendix 4: Local Field Trip Risk Assessment

Sybil Andrews Academy

Risk-Benefit Assessment Record

School/Group:	Destination:	
Purpose: Standard Local Field Trip	Visit Leader:	Date:

Benefits	<p>To bring reality, context and understanding to work carried out in the classroom – a visit not only makes a memorable experience but it reinforces learning in a powerful way.</p>	
<p>State here the benefits that participants will gain if this activity goes ahead. This could cover areas such as increased confidence, sense of achievement, freedom, physical development, contact with nature etc</p>		
Risk	Precautions	Responsibility
<p>List here the significant risks you have identified. Consider the venue (and transport to and from if appropriate), the group (including any special needs or challenging behaviour), and the activity.</p>	<p>State here the precautions that reduce the risk to an acceptable level. Include precautions already in place, and those that need to be put in place before the activity. If the precautions are already listed in a separate set of procedures, just confirm that these will be followed.</p>	<p>State who is responsible for checking that the precautions are in place. Note any specific action required (e.g. informing staff and participants).</p>
<p>All incidents and accidents</p> <p>Click to view OEAP National Guidance</p>	<ul style="list-style-type: none"> • Leaders trained, competent and experienced lead visit and are aware of the key information within OEAP National Guidance. • Group leader to undertake preliminary visit to check venue(s) and identify particular hazards • On-going dynamic assessment during the visit. <p>Staff briefed re the following:</p>	<p>Head and EVC ensure visits leaders have the knowledge and competency to deal with all incidents which may occur.</p>

<p><u>Click to download OEAP guidance on managing emergencies.</u></p> <p><u>Click to download OEAP emergency action card</u></p>	<ul style="list-style-type: none"> • Supervisory responsibilities, including any specific responsibilities e.g. First Aid, medication, spending money • Emergency procedures – communication, mobile phones <p>Students appropriately briefed to include the following:</p> <ul style="list-style-type: none"> • Expected standards of behaviour/Code of Conduct and pertinent safety rules • Emergency procedures – what to do if lost or separated from group, or there is an incident 	<p>Visit leader to brief staff and ensure key information has been shared.</p>
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<p>Hazards specific to venues which are open to the public.</p> <p>Including</p> <ul style="list-style-type: none"> - Dealing with crowds - Supervision in multiple rooms - uneven building - spiral staircases, steps, low doorways etc - opportunities to climb - Individuals separated or lost. - Confrontation with members of public <p>Click to download guidance on effective supervision</p>	<ul style="list-style-type: none"> ○ All visit staff to be familiar with guidance offered by venue, emergency and first aid procedures, facilities lay out and how to contact duty staff if required. ○ Group to be fully briefed regarding required behaviour, potential hazards, any "no-go areas", and all relevant safety measures / procedures – particular mention will be made of: <p>Delete and add as appropriate -</p> <ul style="list-style-type: none"> ○ <i>meeting points and timings</i> ○ <i>individuals are never left on their own by other members of their group</i> ○ <i>system for contacting staff in emergency - young people to have ID cards with contact details of leader's mobile number</i> ○ <i>give out maps / plans of the venue</i> ○ <i>young people will operate buddy system - each responsible for named other(s) and must accompany each other at all times (inc. visits to the toilets)</i> ○ All leaders will have an established contingency plan for dealing with lost group member 	<p>Visit leader to brief staff and ensure key information has been shared.</p> <p>Visit leader to ensure pupils are fully briefed</p>
<p>Special needs of specific young people</p> <ul style="list-style-type: none"> - Medical - Behaviour <p>Click to download OEAP medication guidance</p>	<ul style="list-style-type: none"> • Obtain information from parents/carers and/or GP/Consultant as appropriate. • Individual risk assessments to be carried out if required • Additional supervision to be arranged if required 	<p>Visit leader to obtain information brief staff on additional measures to support individuals.</p>

<p>Major incident whilst travelling</p> <ul style="list-style-type: none"> - collision - breakdown <p><u>Click to download general transport guidance</u></p>	<ul style="list-style-type: none"> • Be aware of Travel company's response times for replacement vehicle in the event of a breakdown or minor accident. • Agree an emergency procedure with your travel company regards disembarking pupils while waiting of emergency services after minor accident. • All passengers to be evacuated away from passenger side of vehicle to safe resting place, well away from passing vehicles • If above not possible, passengers will be instructed to sit on side of vehicle furthest from moving traffic and remain wearing seat belts 	<p>Visit leader to link with any existing risk assessments regarding –</p> <ul style="list-style-type: none"> - Minibus travel - Coach Travel - Lone working - Staff/ Volunteers. Parents travel pupils In own cars
<p>Weather extremes</p>	<p>Protective clothing etc. according to time of year and weather forecast</p>	<p>Visit leader to check weather and agree action.</p>

<p>Standard Local Field Trip</p>
<p>Review:</p> <p>Record here any additional safety issues that arise during the activity and any safety concerns raised by staff or participants</p>

Risk	Precautions	Responsibility
Reviewed by : 	Date. 	

Appendix 5a: Sports Fixture Consent Form



PARENT/CARER CONSENT FORM REGULAR SPORT FIXTURES

School/Establishment: Sybil Andrews Academy

Young person’s name: _____ Tutor Group:_____

I hereby agree to my child participating in standard sports fixtures on and off the school site.

I understand that:

- Such activities will normally take place within the school day, but that if, occasionally, they are likely to extend beyond this, adequate advance notice will be given so that I may make appropriate arrangements for my child’s return home.
- My specific permission will be sought for any out-of-school sport fixture which could involve commitment to extended journeys, times or expense.
- All reasonable care will be taken of my child in respect of the sports fixture.
- My child will be under an obligation to obey all directions given and observe all rules and regulations governing the sports fixture and will be subject to all normal school discipline procedures during the fixture.
- I will inform the school of any medical condition or physical disabilities below, and/or as and when they arise.
- I also give photo consent for use on the school website, newsletter and PE department twitter page.

Full name of Parent/Carer: _____

Tel:_____ Mobile:_____

Medical information: _____

PHOTO CONSENT	
Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Is the pupil being collected from the venue? Yes

No

Signature of Parent/Carer: _____ **Date:** _____

Appendix 5b: Sports Fixture Risk Assessment



Fixtures Risk Assessment 2023/24

Hazard List the significant hazards which may result in serious harm or affect several people	Who might be harmed? List groups of people who are at risk from the hazards identified.	Controls Is the risk adequately controlled? List existing controls or note where information may be found.	Risk Rating Low / Medium / High (1-3)
Prior to Fixture date Pupils or Parents unaware of fixture information including: <ul style="list-style-type: none"> • Fixture venue and opponents • Member of staff • Leave and return times • Activity & Equipment needed 	Students	Staff to send communication to students and parents at least 1 week in advance with information on dates, times, venues, transport & kit etc. Parents to sign to say they have received it. Either via another consent form with the details outlined such as venue/date/times, email or a fixture Information sheet that parents can sign. If this is not received parents must be contacted and spoken to by the	Probability: 2 Severity: 1

		member of staff taking them or the office before you leave the school	
Leaving School Ensuring all students present Incident when leaving car park	Students	Consideration of time when moving mini bus from the school car park. Take emergency contact lists, medical lists and any necessary medication for students involved. Leave a list with the front office Take register so know who is there / who needs to return. Care should be taken when driving out of school grounds Mini Bus/Coach travel to venue	Probability: 1 Severity: 2
Mini Bus/Coach travel to venue <ul style="list-style-type: none"> • Accident on route • Sudden breaking causing movement of passengers • Tripping over stored baggage • Crossing roads when embarking/disembarking • Missing students 	<ul style="list-style-type: none"> • Team players • Staff • Bus driver 	Qualified driver to drive minibus / coach Staff brief students regarding expectations of behaviour Staff will adhere to staff : student ratio Staff carry emergency numbers and a mobile phone Staff perform a head count when embarking/disembarking Staff remind and check students are wearing seat belts Large items of equipment stored under seats, no bags in aisles Staff must ensure baggage on mini bus is stored in such a way that it would not be dangerous in the event of a collision and that it would not hinder evacuation of the	Probability: 2 Severity: 3

		bus in an emergency Staff carry a first aid kit, details of individual medical information and parental contact information Staff give clear instructions on embarking/disembarking	
Arrival at the venue <ul style="list-style-type: none"> Students get lost Students lose personal belongings Students unsure of expectations Students not fully prepared 	<ul style="list-style-type: none"> Team players Staff 	Staff brief students of expectations regarding behaviour (including general courtesy, litter disposal, etc) and performance Staff locate a safe, sheltered central meeting area for all students in case of a problem Students responsible for their own belongings Staff locate changing facilities, toilets, emergency exits and playing area Staff check students are prepared with correct kit and equipment (including fluids and sun cream if hot) Staff ensure students are fit to participate and check medical conditions/injuries before starting play (refer to medical information in registers or emergency details)	Probability: 2 Severity: 2
During play <ul style="list-style-type: none"> Students are injured Reserves wander off and get lost 	<ul style="list-style-type: none"> Team players Staff 	Staff carry first aid kit and check first aid/emergency procedures at the venue Staff remind students of expectation and of order of play/times of play so no one	Probability: 2 Severity: 2

		misses their play In event of a injuries, complete Injury Report Form	
Mini Bus/Coach travel from venue	<ul style="list-style-type: none"> • Team players • Staff • Bus driver 	<p>Same as coach travel to venue ALSO</p> <p>Students must not be left in the school (unless permission granted by parent). It is the responsibility of the member of staff to ensure students are collected</p> <p>Students may walk or get local transport home if they have prior parental permission, given through Parental Consent Form.</p> <p>Daytime fixtures where students return to school whilst school is still in session - permission must be sought for EVC/HOD if students are not to return to school</p> <p>If a student collection methods change whilst out on a fixture then the member of staff must speak to the parents to confirm this. If parents cannot be reached contact school to try other contacts for the student. If no parent can be reached stick with the original collection method</p>	<p>Probability: 2 Severity: 3</p>
Fixtures arriving back after 4.00pm when school office is closed	<ul style="list-style-type: none"> • Team players • Staff 	<p>Member of staff to remain with pupils until they are collected by parent/carer.</p> <p>Emergency contact numbers taken by member of staff.</p>	

I have read and understood the above risk assessment

Name.....

Signature.....

Date.....

Appendix 6: Emergency Procedure

The school's emergency response to an incident is based on the following key factors:

- 1) There is always a nominated emergency base contact for any visit (during school hours this is the office).
- 2) This nominated base contact will either be an experienced member of the senior management team, or will be able to contact an experienced senior manager at all times.
- 3) For activities that take place during normal school hours, the visit leadership team will be aware of any relevant medical information for all participants, including staff.
- 4) For activities that take place outside normal school hours, the visit leadership team and the emergency contact/s will be aware of any relevant medical information and emergency contact information for all participants, including staff.
- 5) The visit leader/s and the base contact/s know to request support from Unity Schools Partnership in the event that an incident overwhelms the establishment's emergency response capability, involves serious injury or fatality, or where it is likely to attract media attention.
- 6) For visits that take place outside the 'extended learning locality', the visit leader will carry a copy of the Model Emergency Procedures for Visit Leaders (**Appendix 6a**) - Available via www.oeap.info

Emergency Planning Documents

Available on Evolve Establishment Docs

- Minibus Check Sheet
- OEAP National Guidance Emergency Procedures (appendix 6a)
- EAP- Minibus breakdown (appendix 6b)
- EAP-Minibus / Car Accident (appendix 6c)
- EAP- Critical Incident- Sudden illness or injury (appendix 6d)
- Record of events (appendix 6e)

Appendix 6a: Model Emergency Procedures

These procedures are based on the guidance in document [4.1c "Emergencies and Critical Incidents – Guidance for Leaders"](#). You should tailor them for your establishment and the types of visit that it organises. In doing this, you should consider the SAGE variables:

Staff – size and experience of the leadership team, participant/staff ratio;

Activities – what you plan to do;

Group – number of participants and their age, behaviour, needs, abilities etc.;

Environment – remoteness from help and from the establishment, possible weather, nature of the venue/location/terrain.

You may find it useful to have standard procedures tailored for the different types of visit that the establishment organises (e.g. local visits, day visits further afield, activities in wild country, residentials, overseas visits).

All members of the visit leadership team should have easy access to a copy of the procedures throughout a visit (e.g. on laminated cards) and be able to take action if there is a problem. If a visit involves remote supervision, participants should have an appropriate version of the procedures and be able to use them.

Emergency Procedures

The sequence of actions depends upon the nature of the emergency.

Immediate Action

- Ensure your own safety.
- REMAIN CALM - Assess the situation.
- At the earliest opportunity, contact the nominated emergency base contact.
- If possible, delegate actions to other leaders and participants so you can keep an overview, and to allow concurrent activity.
- Ensure the safety of the group. Make sure everyone is accounted for and adequately supervised.
- Call relevant emergency services if necessary (see phone numbers below).
- Carry out first aid to the best of your abilities.

First Aid

The aims of first aid are to

1. Preserve life:
 - a. Casualties need to be able to breathe – if they are unconscious put them into a safe airway position.
 - b. Try to find and stop any serious external bleeding.
2. Prevent the condition worsening:
 - a. Protect the casualty from the environment - keep them warm and dry.

- b. Monitor their condition.
- 3. Promote recovery:
 - a. Talk to them, reassure them, hold their hand, provide emotional support.

Urgent Action

- Take stock and plan, delegating where possible.
- Call your establishment's Emergency Contact (or if unavailable, your employer's Emergency Contact) if any of the following apply (see phone numbers below):
- You need support;
- The emergency services are involved;
- The incident is serious;
- The press/media are involved.
- They could need the following information:
- Who you are, which establishment you are from and what your role is within the group;
- The number you can be called back on;
- The nature of the emergency and details of the incident;
- What help you need;
- Whether the emergency services are involved;
- How many casualties there are and their status;
- The number of people in your party;
- Your location, and whether you plan to move.
- Liaise with, and take advice from, the emergency services if they are involved.
- Address the urgent needs of the group:
- Ensure adequate supervision;
- Ensure they understand what to do to remain safe;
- Physical needs, e.g. shelter, food and drink, transport;
- Emotional needs, e.g. remove them from the scene, provide reassurance and emotional support (they can often do this for each other), give them useful things to do, protect them from intrusion.
- Control communications - prevent group members from using phones or social media unsupervised or until approval is given.
- Start a written log of actions taken and conversations held, with times.

Further Actions and Follow-Up

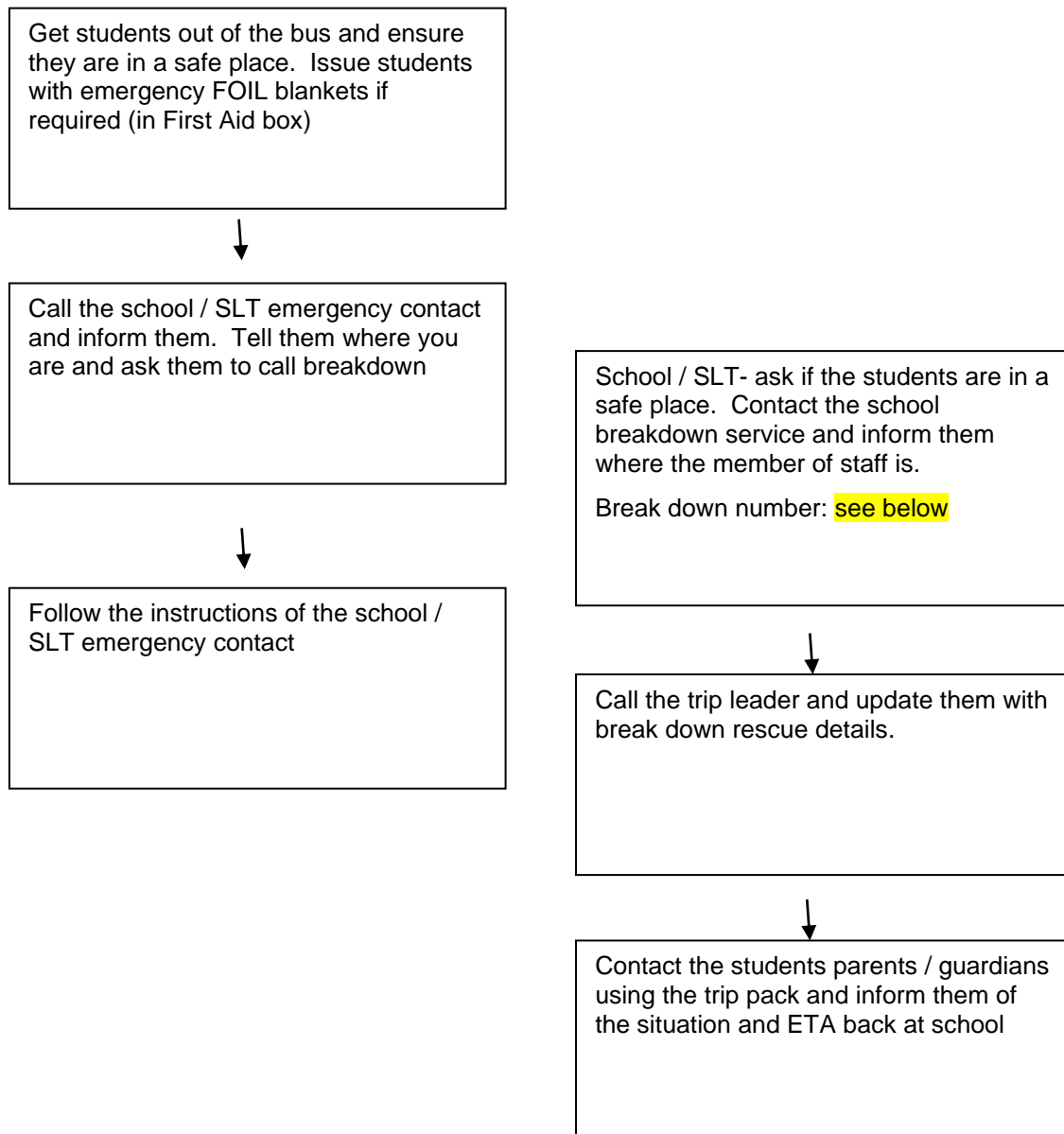
- Take stock again and re-plan the next phase – what have you forgotten?
- Deal with any casualties who are in the care of the emergency services:
- Accompany them to hospital;
- Keep track of who is where.
- Consider the needs of yourself and fellow leaders – are you/they coping?
- Liaise with your establishment or employer – hand over what you can to them, to reduce the stress on you.
- Continue the written log with all details of the incident of the actions taken, including names and contact details of any witnesses.
- Address the further needs of the group, for example:
- Toilets, washing facilities, clean/dry clothes;
- Transport; Accommodation;
- Contact with home.
- Refer all media, parental or other enquiries to your establishment or employer.
- Contact relevant agencies as necessary (via your establishment/employer if possible), for example:
 - Tour operator/travel company/activity provider/accommodation provider;

- Travel insurance emergency assistance;
- Social services;
- Consular Assistance Team (if overseas).
- See numbers below.

Emergency Numbers

Visit Leader	
Assistant Leader	
Establishment Emergency Contact	
Establishment – alternative numbers	
Employer Emergency Contact	
Employer – alternative numbers	
Emergency Services in UK	999 or 112 <i>You can text 999 if you have previously registered to do this</i>
Emergency Services in countries to be visited <i>(in some countries there are different numbers for different emergency services)</i>	
Foreign Office Consular Assistance	+44 20 7008 1500
Travel Insurance Emergency Assistance	
Other useful numbers	

Appendix 6b: Emergency Action Plan: Mini Bus Breakdown



Insurance and Breakdown Information **To be added before the trip**

- Name of Insurance Company:
- Insurance policy number:
- Breakdown Assistance Helpline:

Appendix 6c: Emergency Action Plan: Mini Bus / Car Accident

Trip Leader Role

Assess the situation. If students are able to get out of the vehicle get them to a safe place.



In the event of an EMERGENCY – get students to a safe place if possible and call 999. Follow the advice from the emergency services. You will need to provide the following information:

- Your name and the group name
- Location
- Nature of emergency and number of injured persons
- Action so far



Ask the students not to contact parents / guardians to avoid mass panic and confusion. Call the school / SLT emergency contact:

- tell them what has happened,
- where you are
- if the students are ok
- the names and details of injured students



In the event of serious injury- a member of SLT will attend the scene if possible. Stay with the students and hand the care of the student over to the emergency services- ASK the PARAMEDICS which HOSPITAL the student will be going to. Tell the SLT emergency contact who will inform parents.

Follow the instructions of the school / SLT emergency contact. Fill in the table overleaf.

SLT Emergency Contact Role

Record process on Incident Record Form and ask trip leader to do the same.



School / SLT- ask if the students are in a safe place. Tell them that you will arrange for students to be collected from the scene if appropriate and that you will contact parents of students. Call the headteacher.



In the event of a serious accident with injured students – contact the closest member of SLT and ask them to attend the scene. Inform the headteacher.



Contact the school insurance company and inform them where the students are staff are and what has happened.

To be completed before the trip:

Name of Insurance Company:

Emergency 24-hour Insurance Helpline:

Breakdown Assistance Helpline:



Call the trip leader and update them with information. Arrange for a mini bus to collect the students and ensure an SLT member of staff goes to school to see the safe return of the students and staff.



Contact the students' parents / guardians using the trip pack and inform them of the situation and ETA back at school / hospital if appropriate.

Details to be taken from other driver / s

Driver Details	
Name	
Address	
Tel NO.	
Registration	
Insurance Company Name and Number	
Date	
Time of incident	
Details of what happened.	
Driver Details	
Name	
Address	
Tel NO.	
Registration	
Insurance Company Name and Number	
Date	
Time of incident	
Details of what happened.	

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Appendix 6d: Emergency Action Plan: Incident – Sudden Illness or Injury

Trip Leader Role

Assess the situation.
Preserve life
Prevent the condition from worsening
Promote Recovery



In the event of an EMERGENCY – get students to a safe place if possible and call 999. Follow the advice from the emergency services. You will need to provide the following information:

- Your name and the group name
- Location
- Nature of emergency and number of injured / unwell persons
- Action so far



Call the school / SLT emergency contact:

- tell them what has happened,
- where you are
- if the students are ok
- the names and details of injured students



In the event of serious injury- a member of SLT will attend the scene if possible. Stay with the students and hand the care of the student over to the emergency services- ASK the PARAMEDICS which HOSPITAL the student will be going to. Tell the SLT emergency contact who will inform parents.



Follow the instructions of the school / SLT emergency contact. DO NOT SPEAK TO THE MEDIA. Ask the students NOT to contact parents / guardians to avoid mass panic and confusion.

SLT Emergency Contact Role

Record process on Incident Record Form and ask trip leader to do the same.



School / SLT- ask if the students are in a safe place. Tell them that you will arrange for students to be collected from the scene if appropriate and that you will contact parents of students. Call the headteacher.



In the event of a serious accident with injured students – contact the closest member of SLT and ask them to attend the scene if possible. Inform the headteacher.



Consider other people who may need contacting:

- Police
- Embassy / consulate abroad
- Local Accommodation / contact
- Tour Operator / Provider



Call the trip leader and update them with information. Ask them to remain calm and remind them to ask someone to record what is happening.



Contact the students' parents / guardians using the trip pack and inform them of the situation when appropriate.

Appendix 6e: Emergency Action Plan: Recording an Incident

Make an accurate record of all details as soon as possible – do not leave this until later when your memory of details may be confused.

Record the following:

	Trip leader name	Person filling out form
Time, date and nature of the incident.		
Accurate incident location.		
Names of casualties	Names	Details of injuries
Action taken, including all communications		
Names of others involved but not injured		

Details of any moves from the incident site (times, who moved, where to, how).	
Names and contact details of witnesses	
Actions to be taken	

Appendix 7: Transport in Private Cars



Statistics demonstrate that travelling to an activity can present a greater risk than engaging in the activity and so transporting young people in private cars requires careful consideration. Establishments must follow any guidance from their employer.

Establishments that organise transport in private cars have a legal duty of care, and may be liable in the event of a claim following an incident. They should ensure that:

- If the driver is not an employee, they are engaged as a volunteer (or paid contractor) through the establishment's normal procedures.
- The driver properly understands their duty of care and any agreed responsibilities for supervision.
- Parents are informed about the transport arrangements.
- Evidence is obtained that:
 - The vehicle is safe. This means that it holds a valid MOT certificate, where relevant, that the driver certifies it has been serviced in line with the manufacturer's schedule, and that the driver carries out any pre-use checks specified by the manufacturer.
 - The driver is suitable. This means that they hold a valid licence for the type of vehicle and meet any employer requirements.
 - There is a valid insurance policy covering the driver and the vehicle for the intended use. This may require that the driver has 'business use' cover.

Tax and MOT status can be checked at www.vehicleenquiry.service.gov.uk.

Driver licence details can be checked at www.gov.uk/check-driving-information if the driver provides a check code (from www.gov.uk/view-driving-licence).

It is advisable for establishments to keep evidence of these checks having been carried out. It is reasonable to obtain information about roadworthiness, driving licences and insurance by asking the driver to complete and sign a form which asks for specific information. The same form can be used to inform the driver (and owner) about what is expected of them, and to make clear that they are using the vehicle at their own risk. Establishments should reserve the right to ask for documents to be produced for monitoring purposes.

Consideration must be given to the potential distraction of the driver and the supervision of the passengers. So, a judgement should be made about the likely behaviour and individual needs of the passengers. If any of them may require close supervision, then another adult should travel in the vehicle so that the driver is not distracted or compromised.

Very careful consideration should be given before allowing a driver to be alone with a child or young person, as this could leave both of them vulnerable.

Circumstances where this might be acceptable include the following, when there is no reasonable alternative:

- Where the transport arrangements have been planned based on a risk assessment, which shows that their benefits outweigh the risks. This is more likely to occur in a social work or youth work setting than in a school.

- In an emergency or other unforeseen circumstances where the child or young person would otherwise be at greater risk.

Parents Providing Transport

Sometimes parents are asked to help with transport to a venue. When this happens, establishments should be clear which of the following applies:

- Parents are being asked to volunteer as drivers, as part of the establishment's transport arrangements for the visit. If this is the case then the drivers should be engaged as volunteers and the considerations above should be applied.
- Parents are being asked to organise transport, which may involve some parents providing lifts for children other than their own. If this is the case then the establishment should make clear that it will not be involved in making these arrangements and will not have any responsibility for them.

Where parents are being asked to organise their own transport, the establishment should consider the need for:

- Information from parents about what arrangements have been made.
- Communication with parents, in case of delays or 'no shows'.
- Clear handover of supervision from and to parents at the venue, depending upon the age of the children and other relevant factors.
- The provision by the establishment of transport for any children whose parents are unable to make such arrangements.

Appendix 8: Educational Visits Checklist

The questions below form part of the risk management process for educational visits. Any visit should only go ahead if the answer to all relevant questions is 'YES'. This checklist can be used as a tool or aide-memoire to assist the EVC/visit leader in the planning process, although alternative approaches to considering the relevant issues are equally as valid.

In advance of the visit:

1. Have the intended outcomes of the visit been clearly identified? (see Section 4) ☐ yes
2. Is the visit appropriate to the age, ability and aptitude of the group? ☐ yes
3. Has there been suitable progression/preparation for participants prior to the visit? ☐ yes
4. Does the visit comply with any guidelines specific to your Establishment? ☐ yes
5. Does the visit comply with any specific USP guidelines? (see relevant sections) ☐ yes
6. If a member of staff is going to lead an adventurous activity, have they been 'approved' by the school / trust? (see Section 28) ☐ yes ☐ n/a
7. If using an external provider or tour operator, does the provider hold an LOtC Quality Badge (see www.lotcqualitybadge.org.uk) or have they satisfactorily completed and returned a 'Provider Form'? (see Section 29) ☐ yes ☐ n/a
8. Are transport arrangements suitable and satisfactory? (see Section 14) ☐ yes ☐ n/a
9. If residential, have appropriate measure been taken to ensure the suitability of accommodation? (see Section 17) ☐ yes ☐ n/a
10. If the visit is overseas, have appropriate additional measures been taken to ensure the suitability of activity and safety of participants? (see Section 18) ☐ yes ☐ n/a
11. Has a pre-visit taken place? (normal procedure for most visits within the UK). If not, have appropriate additional checks been made? ☐ yes
12. Do the adults in the party have the appropriate skills for the visit? (Check this carefully and arrange suitable training and/or briefing to clarify your expectations). ☐ yes
13. Have any adult helpers (non USP employees) been approved by the Head of Establishment as to their suitability? ☐ yes ☐ n/a
14. Is the level of staffing sufficient for there to be an appropriate level of supervision at all times? ☐ yes
15. Does the Visit Leader possess the necessary competence to lead the visit, and is he/she comfortable with their role? ☐ yes
16. Are all support staff aware of and comfortable with their roles? ☐ yes
17. Are all helpers aware of and comfortable with their roles? ☐ yes
18. If appropriate, have Event Specific Notes (ESN) been made and will these be shared with all relevant parties? (see Section 7 and ESN Form) ☐ yes
19. Is insurance cover adequate? (see Section 13) ☐ yes
20. Does at least one member of staff know the participants that are being taken away, including any behavioural traits? ☐ yes

- Have participants been advised in advance about expectations for their behaviour?
21. If appropriate, are participants aware of any 'rules', and have sanctions to curb unacceptable behaviour been identified and agreed with participants and staff? ☐ yes
22. Are participants aware of the nature and purpose of the visit? ☐ yes
23. Are parents fully aware of the nature (including contingency plans), and purpose of the visit, and has consent been obtained? (see Section 9) ☐ yes
24. Have all relevant details been issued? (eg. itinerary, kit lists, etc?) ☐ yes ☐ n/a
25. Are staff aware of any medical needs and/or other relevant details of participants? ☐ yes
26. Has parental consent been gained for staff to administer specific drugs/injections, and if necessary have named staff received appropriate training? ☐ yes ☐ n/a
27. Are staff aware of any relevant medical conditions of other staff/helpers within the group? ☐ yes ☐ n/a
28. Does at least one responsible adult have a 'good working knowledge' of First Aid appropriate to the environment? (see Section 12) ☐ yes
29. Is a first aid kit (appropriate to the visit) available? (see Section 12) ☐ yes
30. Is there flexibility within the programme? Are there contingency plans that would be suitable in the event of changed or changing conditions, staff illness, etc. eg. 'Plan B', and have these plans been risk assessed and parental consent been obtained?
31. For journeys taking place outside the establishment's 'normal' hours, will an Emergency Card (Visit Leader) be with the leader, and an Emergency Card (Home Contacts) be with the designated home contacts? ☐ yes ☐ n/a
32. Are full details of the visit recorded on EVOLVE, and if appropriate with the establishment's Emergency Contact(s)? ☐ yes
33. Are staff aware of the appropriate action to be taken in the event of accident, incident or emergency? (see Section 27) ☐ yes
34. Is a weather forecast and/or other local information necessary, and are staff able to access this information and act upon it appropriately if necessary? (see Section 19) ☐ yes ☐ n/a
35. If undertaking water-margin activities, has a copy of 'Group Safety at Water-Margins' been made available to all supervising staff in advance of the visit? (see Section 16) ☐ yes ☐ n/a
36. A mobile phone is recommended for all visits. Are you aware of the reception in the area you are visiting? ☐ yes ☐ n/a
37. Will the group need waterproof clothing, boots or other equipment? If so, are procedures in place for checking the suitability of equipment? ☐ yes ☐ n/a
38. Does any specialist equipment conform to the standards recommended by responsible agencies? ☐ yes ☐ n/a
39. Have all financial matters been dealt with appropriately? ☐ yes
40. Has the visit been approved by the Head of Establishment and EVC, and in line with Governing Body policy (where appropriate)? (see Section 3) ☐ yes
41. If residential, overseas or involving adventurous activities, has the visit been approved by the trust? (see Section 3) ☐ yes ☐ n/a

During the visit

42. Do all staff have a list of participants/groups? + emergency contact details and an Emergency Card (Visit Leader) if out of the establishment's normal hours? ☐ yes
43. Does the establishment office have a list of the names of all participants, including adults? and if out of hours, does the home contact have these details and an Emergency Card (Home Contact)? ☐ yes
44. Do staff have sufficient funds to allow for any contingencies? ☐ yes ☐ n/a
45. Do staff have any relevant literature, work sheets, clipboards, etc? ☐ yes ☐ n/a
46. Do staff have other items, eg. first aid kit, + sick bags, litter sack, etc., if needed? ☐ yes
47. Are participant numbers being checked at appropriate times? ☐ yes
48. Has the group been warned of potential hazards in advance? If necessary, have specific arrangements been made to supervise these areas particularly carefully? ☐ yes ☐ n/a
49. Are participants aware of the procedure in areas where there is traffic? (eg. if walking, is it pairs, crocodile, groups? - may participants run? - are participants aware of the procedure at road crossings? etc.) ☐ yes ☐ n/a
50. Has a clear recall system been arranged if the group is working away from you? Do participants understand this and will they be able to respond effectively? ☐ yes ☐ n/a
51. If a rendezvous for the group has been arranged after a period of time, does each participant and member of staff know exactly where and when to meet? ☐ yes ☐ n/a
52. Do participants know what action they should take if they become separated from the group? ☐ yes
53. Is on-going risk assessment being conducted, and if necessary the programme adapted to suit changed or changing circumstances (Plan B)? ☐ yes

At the end of the visit

54. Are appropriate arrangements in force for the dismissal of participants? ☐ yes
55. Has the Visit Leader reported back to the Educational Visits Coordinator? ☐ yes ☐ n/a
56. Has the group been debriefed and any relevant follow-up work completed? ☐ yes ☐ n/a
57. Have all loose ends been tied up, eg. paperwork, finance, thank you letters, etc? ☐ yes
58. Has the visit been evaluated on Evolve, and if appropriate have notes been made of points to be considered for future visits? ☐ yes
59. Have all staff and helpers involved in the visit been thanked for their input? ☐ yes