John Burns

Primary School

Educational Visits Policy

June 2026

Date adopted by Governing Body	
Signatory (Chair of Governors + Chair of Curriculum Committee)	
Date of Review	**Summer 2029**

Educational Visits Policy 2026

Introduction

This Educational Visits Policy refers to all activities that take place outdoors, on-site and off-site, including residential trips.

At John Burns Primary School, responsibility for Educational Visits rests with the Governing Body, Headteacher and the Educational Visits Coordinator (EVC), however all school staff have a responsibility to:

- Take reasonable care of their own and others' health and safety.
- Co-operate with their employer.
- Carry out activities in accordance with training and instruction.
- Informs the employer of any serious risk.

This policy has been produced to offer school staff advice and support in the planning and organisation of all activities that take place outdoors, on-site and off-site, in order to ensure the health and safety of pupils.

Included in this policy are references and guidelines from the Local Authorities Health and Safety Handbook Procedures for school visits.

Included within this policy are references to national guidance from the OEAP (Outdoor Education Advisers' Panel) for the management of outdoor learning, off-site visits and learning outside the classroom.

All school staff will be made aware of the requirements of this policy and any changes that are made when the policy is reviewed.

Definition

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

- Visits to places of interest in the local area
- Day visits to museums, galleries and places of educational interest (castles, farms, theatres and places of worship)
- Forest School (on-site and off-site)
- Sporting activities including swimming lessons and away fixtures
- * Adventurous activities (residential activity centres, PGL)
- Out of hours clubs (Progressive Sports and sports clubs led by school staff)
- Overnight visits e.g. Museums and other attractions e.g. Golden Hinde

* Richmond and Wandsworth Council does not approve the following activities:

- Paintballing
- Bungee Jumping
- BASE Jumping
- Microlight parachuting
- Parascending
- Shooting – guns and crossbows

This list is not exhaustive. The Health and Safety Team must be consulted prior to any commitment being made.

Educational Visits, including residential visits, provide a context for learning, requiring children to use their skills; knowledge and understanding in real, and often complex, situations; this helps them understand and remember what they are learning about in a meaningful way and brings the curriculum to life.

We believe that there are several outcomes from high-quality outdoor education (in line with OEAP National Guidance):

- **Enjoyment and fulfilment**: children enjoy participating and adopt a positive attitude to challenge and adventure.
- **Confidence**: children gain personal confidence and self-esteem.
- **Social awareness**: children develop their self-awareness and social skills; they appreciate the contributions and achievements of themselves and others.
- **Environmental awareness**: children become alive to the environment, natural and man-made, in which they live, and understand important concepts including sustainable development and conservation.
- **Activity skills**: young people have the opportunity of developing a range of skills.
- **Personal qualities**: children demonstrate increased initiative, self-reliance, responsibility, independence, perseverance and commitment.
- **Key skills**: children develop and extend their skills of communication, problem solving, leadership and teamwork.
- **Health and fitness**: children learn to appreciate the benefits of physical exercise and activity and the lifelong value of participation in leisure activities.
- **Motivation for learning**: children display an increased motivation and appetite for learning that contributes to raised levels of attainment and achievement in other aspects of their education.
- **Broadening horizons**: children broaden their experiences and become open to a wider range of opportunities and life chances.

Entitlement

Most classes in the school will have at least one educational visit each term, although there may be fewer in Nursery and Reception. In addition to this, there will be additional trips arranged throughout the year, such as sports, citizenship or music trips.

Residential visits take place in the summer term for pupils in Year 6 and Year 4. A three-day residential visit at a PGL activity centre is offered for pupils in Year 6 and a night at the museum or other attraction e.g. Golden Hinde, provides an overnight sleepover experience for pupils in Year 4. Residential trips and museum sleepovers are subject to the provider's availability and pupil numbers.

Parent Contributions for Educational Visits and Residential Trips

When planning educational visits, class teachers will always consider the cost implications for parents. Expensive trips will be avoided.

Any charge made will not exceed the actual cost of providing the activity or visit.

The school part-subsidises on-site and off-site educational visits and residential trips in order to keep costs down. The PTA also help to part-subsidise educational visits and class teachers can request funds to be used towards educational visits.

Once any school and PTA contributions have been deducted, the group leader then **divides the cost of running the activity or visit equally by the number of pupils participating**. It must not therefore include an element of subsidy for any other pupils wishing to participate in the activity whose parents are unwilling or unable to pay the full charge.

All payments for educational visits are made in the form of a voluntary contribution. No legislation prevents the school governing body from asking for voluntary contributions for the benefit of the school or any school activities.

Not all educational visits require a voluntary contribution. If a voluntary contribution is required, then a payment deadline date will be indicated on the educational visit letter. All voluntary contribution payments are made by parents online.

In the event that the school is unable to cover the costs of a planned educational visit, the visit might need to be cancelled.

The school informs parents of a payment deadline date, in order to ascertain whether the educational visit is financially viable to go ahead. Any parent having not made a contribution by the deadline date indicated on the letter will be contacted by email or phone to discuss a voluntary contribution.

In the case of trips within London, class teachers will always seek to use public transport (which is free for school children during off-peak hours) unless there are good reasons not to.

For residential off-site visits where the costs are likely to be higher, payment will be broken down into individual instalments.

In certain cases, the school may be able to assist parents with subsidising the cost of school trips and residentials. In these cases, parents and carers need to arrange to meet with the Headteacher.

Parental Consent

Group leaders must always inform parents of their intentions to take a school group off-site for a local visit, educational visit and residential trip. This must outline the nature and purpose of the off-site visit, educational visit and residential trip and ensure that parents are aware of their entitlement to grant consent.

Parental Consent for Local Off-Site Visits

Parents complete a 'Consent Form for Local Off-Site Visits' upon enrolment at the school. This gives consent for localised off-site visits, for example Battersea Park and walks in the immediate vicinity of the school. Irrespective of whether parents have given consent for their child to be included in local off-site visits, group leaders must always inform parents that a local off-site visit is due to take place. Any local off-site visit that involves entering an enclosed premises or site that is accessible to members of the public, for example Battersea Arts Centre and Battersea Power Station, must have parental consent. The group leader must, in situations like these, write to all parents requesting written parental consent before taking any child off-site.

Parents can, if they wish, inform the school if they do not wish for their child to take part in a particular local off-site visit.

Parental Consent for Educational Visits

Educational visit letters request that all parents complete, sign and return a disclaimer. This disclaimer indicates that the parent has given consent for their child to take part in the educational visit.

Parents can, if they wish, inform the school if they do not wish for their child to take part in a particular educational visit.

Parental Consent for Residential Trips

A parent consent form for Residential Trips is more comprehensive and detailed.

Outdoor adventure activities are activities which potentially place pupils at a higher level of risk than is usual because of the nature of the activity. For example, rock climbing, canoeing, or the area in which the activity takes place could be a remote setting, river or mountain environment or likelihood of bad weather.

All parents/carers must give *informed consent* before a pupil takes part in any outdoor adventure activity. In doing so, they give written agreement to their child participating in an activity after they have been made aware of the details of the activity and the risks associated with it.

Staff Training and Development

We realise that staff competence is the single most important aspect of safe trip management and so we support staff in developing this competence in the following ways:

- An apprenticeship system, where staff new to visits assist and work alongside experienced trip leaders before taking on group leader
- Supervision by senior staff of some educational visits
- Support for staff to attend training courses relevant to the role of visit leader

In deciding whether any member of staff is competent to be a visit leader the head teacher will take into account the following factors:

- Level of relevant experience
- Any relevant training undertaken
- The emotional and leadership ability of any prospective visit leader to make dynamic risk management judgements and take charge of any emergencies that may arise.
- Knowledge of the children, the venue and the activities to be undertaken

Exploratory Visit

Group leaders have a responsibility to thoroughly research the suitability of venues and check that facilities and third-party provision meet the group's needs and expectations.

The group leader must 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.

Ratios and Effective Supervision

Young people must be supervised at all times. The group leader is responsible for the group at all times.

To ensure that pupils are supervised to the best of any adult's ability, group leaders should consider the following recommendations:

- Headcounts: headcounts should take place at regular intervals, particularly before leaving any venue.
- Pupil/adult lists: the group leader should have a list of all pupils and adults on the visit. This should be checked on departure from the school and the visit.
- Uniform to identify John Burns Primary School pupils: pupils should be easily identifiable. They should wear school uniform (unless a sporting event, residential trip or a forest school off-site visit).
- Hi-vis vests: Pupils in EYFS, KS1 and KS2 wear hi-vis vests.

- Meeting points: the group leader should establish a meeting point and instruct pupils on what they must do if they become separated from the group.

Decisions about the staffing and supervision should take into account (OEAP 4.3b, April 2023):

- The nature and duration of the visit and the planned activities.
- The local and the environment in which the activity is to take place.
- The nature of the group, including the number of young people and their age, level of development, gender, ability and needs (behavioural, medical, emotional and educational).
- Staff competence.
- The consequence of a member of staff being indisposed, particularly where they will be the sole leader with a group for any significant time.

When planning a repeat visit or a series of activities, it is important to review the previous risk assessment (no matter how well it worked in the past) so as to ensure that it meets current group needs and any other changes, for example time of year.

All trips must be risk assessed to ascertain the safe level of supervision required. Some off-site venues may also have their own supervision requirements that the school may be required to adhere to. A professional judgement about supervision ratios may need to be made alongside the EVC/Headteacher.

The Early Years Foundation Stage (EYFS) Statutory Framework (January 2024) no longer sets out different requirements for minimum ratios during outings from those required on site. The appropriate ratio on an outing is always likely to be higher than the legal minimum (for children aged 3 and over in early years settings 1:13 and 1:30 in infant school reception classes in maintained schools).

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

Staffing ratios as indicated in the Richmond and Wandsworth Councils Health and Safety for School Visits, p.20 Annex A (Version 2: 24/09/2021).

Staffing ratios

Activity	**Qualifications/staffing**	**Maximum number of children per adult**	**Notes**

Local visits – in the local area, close to support at the base	• an experienced group leader (recommended) • other qualified leader(s) (numbers as required) • other responsible adult(s) in support • **a minimum of two leaders required, unless exceptional circumstances are agreed**	under 5 1:6 under 8 1:8 8-under 18 1 per activity or supervision group (maximum 1:20)	A minimum of one qualified leader is needed for every group or class. They can then be supported by other qualified leaders or responsible adults. **Minimum ratios are not recommended ratios. Small working groups of 6-12 remain the target.** Leaders should reflect the gender of the group.
Day visits – more than 60 miles or one hour from base	• an experienced group leader (recommended) • other qualified leader(s) (numbers as required) • other responsible adult(s) in support • **a minimum of two leaders required**	under 5 1:6 under 8 1:8 8-under 18 1 per activity or supervision group (maximum 1:12)	
Residential visit, UK or abroad	• an experienced group leader • other qualified leader(s) (numbers as required) • other responsible adult(s) in support • **a minimum of two leaders required** • large or complex visits must have an experienced leader	under 5 1:6 under 8 1:8 8-under 18 1 per activity or supervision group (maximum 1:12) These ratios ***do not*** include the centre/ residential base staff	As above, however it is recommended that the ratio of qualified leader to responsible adult support is low, at 1:1 or 1:2. Where the visit is part host family, part residential, the residential conditions should apply. Leaders should reflect the gender of the group.
Open Country • working by water • away from a road or building	• experienced activity leader, Open Country qualified • qualified leaders, Open Country qualified • other qualified leaders • volunteer(s) and other responsible adult(s)	under 5 1:6 under 8 1:8 8-under 18 1 per activity or supervision group (maximum 1:12)	Overall group sizes above 20 are not recommended at any one location at the same time (supervision and sustainability issues). Similarly large groups should not be moving together or in convoy. The number of qualified Open Country leaders will depend on the risk assessment. By water, each group must have someone Open Country/throw bag trained and competent.

At John Burns Primary School, we adopt the following as minimum ratios:

Nursery	1 adult to every 4 pupils
Reception	1 adult to every 4-6 pupils
Year 1 – Year 3	1 adult to every 6 pupils
Year 4 – Year 6	1 adult to every 10-15 pupils

Adventurous Activities	1 adult to every 12 pupils
Residential Visits	1 adult to every 12 pupils

Staffing, especially for visits to remote locations, should take into account how the group will be supervised effectively given the possibility of a group leader becoming indisposed or having to leave the group, for example to accompany a sick or injured child to hospital.

If a group leader or helper is the parent of a child taking part in a visit, there is the potential for them to be distracted by the needs of their own child when their responsibility extends to all or some of the group. This could compromise group management, particularly if there is a serious incident. The potential to be distracted can be avoided if a parent is not allocated a group leader role with direct responsibility for their own child. Sometimes this may not be possible, for example when a class teacher has their own child in their class.

Volunteers are required to read and sign an agreement which identifies their designated role and responsibilities for a small group of pupils in their care. Appendix 5.

A useful framework for assessing requirements for ratios and effective supervision is **STAGER** (OEAP, 22 April 2023):

- **S**taffing: who is needed/available? The plan must work within the limits of available numbers, abilities and experience.
- **T**iming: how will the time of year or time of day affect the visit and its staffing? If the visit takes place out of the establishment's normal working hours, or at a weekend or during holidays, how will this affect staffing and the availability of support back at base?
- **A**ctivities to be undertaken: what do you want the group to do and what is possible?
- **G**roup characteristics: prior experience, abilities, behaviour and maturity, sex, any specific individual needs.
- **E**nvironment: indoors or out; a public space or restricted access; urban, rural or remote; quiet or crowded? Do not overlook environments to be passed through between venues. For residential visits, consider the accommodation and surrounding areas. For outdoor environments, consider remoteness, the impact of weather, water levels and ground conditions. Consider the implications of current guidance about avoiding infection during an epidemic.
- **R**emoteness: do the activities take place within the establishment grounds, close to it or at a distance? Will communication between the group and base be straightforward? How easy will it be to summon help in an emergency, and for emergency services to reach the group?

Procedures for Organising Educational Visits and Approval

High Risk Activities

Unless a local, regular or short duration trip involves a dangerous element, there is no requirement to notify the Health and Safety Team of the visit however, any risk assessment documentation relating to the visit must be retained locally.

The Health and Safety Team must be notified and approval sought for all high risk activities, namely:

- Activities involving an overnight stay either at or away from the school, in this country or abroad;
- Day visits involving activities near water (E.g. River, lake, canal), coastal or high risk areas i.e. mountainous areas or other such adventure activities; and
- Swimming in swimming pools where lifeguard cover is not provided
- In circumstances where the activity has been scheduled with short notice, the EVC should contact the Health and Safety Team to discuss the approval and documents required.

Category A activities

This is the high-risk category where the Health & Safety Team are required to review the risk assessments completed by the Educational Visit Coordinator. They include:

- Activities involving an overnight stay either at or away from the school, in this country or abroad;
- Visits to activity centres;
- Day visits involving activities near water (E.g. River, lake, canal), coastal or high risk areas i.e. mountainous areas or other such adventure activities; and
- Swimming in swimming pools where lifeguard cover is not provided

Category B activities

This is the lower risk category, where local risk assessments are required and includes:

- Local visits to exhibitions, museums, theatres, libraries;
- Visits involving activities or fieldwork not near water;
- Local surveys;
- Sports or recreational events; and
- Swimming in designated swimming pools with qualified lifeguard supervision.

Before a visit is advertised to pupils, or parents and carers, the appropriate level of approval must be obtained by the group leader.

1. Check with the EVC/Headteacher whether the proposed date is available in the school diary/calendar.
2. Complete *Educational Visits Permission Form* (1). See Appendix 1.
3. Complete *Application for Approval Form – Category A Activity* (2). See Appendix 2.
4. Provide the EVC/Headteacher with a master, hard copy of your parent/carer letter to check. This must be handed to parents/carers at least three weeks prior to the educational visit

taking place. The EVC/Headteacher will return the master letter to the group leader to make any necessary changes.

5. Send letter to parent/carer giving full details, including educational outcomes of visit and request for parental consent/payment/lunch arrangements. When sending out trip letters to parents/carers, it is important that you provide the school office with a hard copy so that a payment spreadsheet can be set up.
6. Complete *Risk Assessment* (4). A master can be found on the P Drive. A signed, hard copy must be with the EVC/Headteacher at least 2 weeks prior to the educational visit (10 working days).

Procedures for Organising Residential Trips and Approval

The following program is in place for Year 4 and Year 6:

- Year 4 – one night overnight stay at a museum, for example The Science Museum or Golden Hinde.
- Year 6 – three day residential in UK with adventurous activities, for example Kingswood or PGL.

Where possible, the class teacher will act as the residential group leader. If this is not the case the EVC/Headteacher will delegate this responsibility to another teacher or leader. The residential group leader will take responsibility for overseeing the visit including planning, risk assessment and holding a parent information afternoon.

All stages as outlined in the Procedures for Organising Educational Visits and Approval are to be followed with the exception of 4) to 6), since a Residential Trip involves adventurous activities, catered accommodation and boarding.
A signed, hard copy of the residential trip risk assessment must be with the EVC/Headteacher at least 3 weeks prior to the residential trip (15 working days).

Payment for Residential Trips is divided up into instalments and instalment timescales are agreed by the EVC/Headteacher in conjunction with the School Business Manager.

The residential group leader will ensure that the pupils' welfare is in place, including medicines and specific dietary needs are planned. The EVC will support the residential group leader where necessary.

Equipment

The following items should be taken on all visits:

- Risk Assessment
- First Aid equipment.
- Prescribed medication.
- Sick bucket.
- Mobile phones.

- Contact list for emergencies for all children and adults in the party. Where personal information is taken off site for school trips/residentials, staff must sign it in and out from the school office.
- Emergency Procedures guidance.

The Duty of Care

When staff are responsible for the care, custody and control of children and young people, they must take the same care that a reasonable, prudent and careful parent/carer would take in the same circumstances.

Adventure Activities

Adventure activities are activities that by their nature involve a higher level of risk to the participants, for example caving, archery, rock climbing, trekking, watersports, etc. The level of risk will be dependent on the nature of the activity, the venue, and the age, experience and special and additional needs of the participants. Most of this will be common sense but the Health and Safety Team will advise on whether a particular combination of these factors should be classified as Adventurous, requiring the approval from the Health and Safety Team

Non-Approved Activities

The following activities are not approved by Richmond and Wandsworth Councils:

- Paintballing
- Bungee jumping
- Base jumping
- Microlight parachuting
- Parascending
- Shooting – guns and crossbows

This list is not exhaustive and if there are any doubts regarding an activity, the Health and Safety Team must be consulted prior to any commitment being made.

Risk Assessments

Risk assessments will be prepared for all aspects of a school trip which the school is actually organising (transport to and from a venue, leisure activities at a centre, etc). Activities undertaken under the supervision of instructors when visiting organised centres will be the responsibility of the centre.

Risk assessments for educational visits/residential trips must be completed by the group leader. If the school has previously undertaken the planned educational visit/residential trip, then you may only need to simply update the risk assessment.

A signed hardcopy of the group leader's risk assessment must be submitted to the EVC/Headteacher.

- For educational visits a signed, hardcopy of the risk assessment must be submitted to the EVC/Headteacher **at least two weeks prior** to the visit taking place (10 working days).

- For residential trips a signed, hardcopy of the risk assessment must be submitted to the EVC/Headteacher **at least three weeks prior** to the trip taking place (15 working days).

Failure to meet this timescale could mean that the educational visit/residential trip may need to be cancelled or postponed.

The EVC/Headteacher then submits scanned, signed copies of all risk assessments via email to safety@richmondandwandsworth.gov.uk. The local authority then acknowledges receipt of the risk assessment for the educational visit/residential trip, logs it on their system and confirms approval for the educational visit/residential trip to go ahead.

Ongoing Risk Assessment

Group leaders need to be reminded that the risk assessment does not end when the educational visit/residential trip begins. Changes to the itinerary, changes to the weather, incidents (whether minor or major) and staff illness are situations that may bring pupils face to face with unexpected hazards or difficulties and give rise to the need to re-assess risk. It is essential that unexpected hazards or difficulties are recorded by the group leader. Appendix 4 Educational Visits Evaluation form provides the opportunity for a group leader to document any Ongoing Risk Assessment points.

Post-Educational Visit Activities

Just as quality pre-planning is essential to any educational visit/trip, planning for appropriate follow up activities will facilitate pupil learning and multiply the value of hands-on experiences outside the classroom.

The following activities provide group leaders with suggestions on how to incorporate post-educational visit work into future lessons:

- Develop a classroom or corridor museum that replicates and extends displays pupils observed on the educational visit. For example, if the educational visit involved visiting an art gallery, develop a classroom art museum containing pupil's artwork.
- Link activities to different curriculum areas. For example, pupils could develop vocabulary lists based on educational visit observations; record educational visit observations in a class journal; complete maths problems related to the context of the educational visit.
- Ask the class/school group to write and send thank-you letters to the educational visit facilitators (if applicable). Include favourite objects or special information learned during the educational visit.
- Write a short news report about what happened on the educational visit. Publicise the trip via the newsletter and include pupil quotations. Consider tweet and class web page content that could be included as part of follow-up work with a class/school group.

Evaluation of Educational Visits

Following the educational visit, the group leader must complete an *Educational Visit Evaluation* Form, see Appendix 4. This will provide a good reference for future educational visits.

Child Protection and Safeguarding

The safeguarding policy should be followed when a disclosure is made during an educational visit or residential trip:

- All safeguarding and child protection concerns must be brought to the attention of the Designated Safeguarding Lead (DSL, Mr Grogan) or Deputy Designated Safeguarding Leads (DDSLs, Mr Campbell, Miss Buckley, Miss Kee or Mr Pell) ***immediately*** following a disclosure, or if there is a worry or concern.
- A call should be made to the DSL at school and must be followed up with a CPOMs notification ***on the same day*** – during the next activity break and preferably by 3pm.

Emergency procedures

A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the group leader.

Critical incidents on educational visits are rare but they do happen. Minor incidents, whether accidents or other emergencies, are more common. Effective planning means that the likelihood of any of these is reduced, and that, when they do happen, their impact and consequences are minimised.

The school has guidance in place for group leaders in the event of a serious accident/incident (see Appendix 3, *Emergency Procedures*). All school staff are familiar with these procedures and this information must be taken with all group leaders and school staff on each educational visit and residential trip.
When an incident overwhelms the establishment's emergency response capability, or where it involves serious injury or fatality, or where it is likely to attract media attention then assistance will be sought from the local authority.

Third-party Workshop Facilitators/Educators

When working with third-party providers it is imperative that group leaders avoid 'grey areas', so there should be a clear handover before and after any activity led by a provider.

Should a provider run an activity in a way that causes concern, stop/consider stopping the activity at the first appropriate moment. Such an intervention should be done with sensitivity and discretion to ensure that it does not result in young people being put at greater risk. Any concerns regarding the behaviour and conduct of a third-party provider must be reported to the DSL.

Parent helpers must not be left in sole charge of pupils except where they have an enhanced DBS clearance and it has been previously agreed as part of the risk assessment. They must follow the instructions of the group leader and teachers, and assist with control and discipline.

Toilet Arrangements

Children needing to use the toilet during an educational visit must be supervised by school staff.

School staff must check that toilets accessible to both school groups and members of the public are appropriate and safe for children to use before they allow children to enter the toilet area. School staff must wait outside for children to return to the designated point. This should be immediately alongside the entrance to the toilet area.

Most galleries and museums have toilets specifically allocated for school groups to use within their education centre. Exploratory visits are opportunities for the group leader to check toileting arrangements.

Behaviour on Educational Visits and Residential Trips

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

For pupils who have challenging behaviour issues, a risk assessment will be undertaken and all possible measures will be put in place to ensure the child is included in the school trip. A child will only ever be excluded in extreme cases from educational visits and residential trips if their behaviour poses a risk to themselves or other pupils and adults. This assessment will be undertaken in consultation with parents and carers.

Pupils, whose behaviour is such that the group leader is concerned for their safety, or for that of others, may be withdrawn from the activity. In the case of Residential Trips, the group leader will consider whether such pupils should be sent home early.

Mobile Phones and Photography

- Under no circumstances should any adult use their mobile phone to take photographs or make phone calls.
- No photos should be posted on social media such as Facebook or on instant messaging services such as WhatsApp.

- The group leader will take photographs on the school camera or class iPad. The school will upload photos to the school website and twitter after ensuring that there is parental consent to use photographs of pupils before doing so.
- Only the group leader will have their mobile phone switched on to communicate with the school or in case of emergency.
- The group leader may need to receive a call, including making a call, whilst in the company of the school party. This is to ensure that the group leader continues to have oversight of the safety and supervision of the school party.
- If a member of staff or helper needs to make an emergency call, then they must seek permission from the group leader before making the call. Any emergency call made by a helper needs to take place away from the school party.

Dismissal of Pupils beyond the School Day

Dismissal of pupils after evening activities where a visit or activity finishes outside of the school's usual opening hours, and the school has arranged or provided transport back to the premises, pupils will be dismissed by staff into the care of their parents.

First Aid

First Aid provision should be considered when assessing the risks of the visit. For most educational visits, a member of staff with a good working knowledge of first aid will be adequate. A decision based on the risks and children involved should be made for each visit.

Trips for the Early Years must have at least one qualified Paediatric First Aider.

For adventurous activities, there should be at least one trained first aider in the group unless there are trained first aiders at the activity site and this is included in the activity centre's risk assessment.

If a child is sick during an educational visit, parents will be telephoned and requested to collect their child from the trip location.

Reporting Injuries and Accidents

In line with the HSE guidance, certain work-related injuries to a member of staff or child must, by law be recorded and reported. The employer is responsible for this, but staff may be asked to prepare the report. Guidance for schools on what, how, where and when to report is explained in the HSE Education Information Sheet: Incident Reporting in Schools.

As a registered provider we would notify Ofsted of any serious accident, illness or injury to, or the death of, any child whilst in our care, and any action taken in respect of it.

Employers must report accidents which result in:

Deaths, specific injuries, over 7 day-injuries where an employee is away from work or unable to perform their normal duties for more than 7 consecutive days, where there is an accident connected

to the work activity which causes injury to pupils, members of the public or other people not at work and they are taken from the scene of an accident to hospital for treatment to that injury (examinations and diagnostic tests do not constitute 'treatment' in such circumstances) and specific dangerous occurrences where something happens that does not result in an injury but could have done.

The requirements are found in the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR).

Medication

The group leader must ensure that all necessary medicines are taken on the trip. Any pupil without their emergency medication will not be permitted to attend an educational visit or residential trip. This will mean checking the medical requirements of the class and ensuring that any child with a specific medical condition has access to prescribed medicine whilst on the trip.

Medicines and devices such as asthma inhalers, blood glucose testing meters and epi-pens should always be readily available to children on educational visits and residential trips.

Administering Medication

Medicines should be clearly labelled with the name and dosage, and handed to the group leader. Staff administering medicines should do so in accordance with the prescriber's instructions. Any medication that is administered to a child must be recorded by the group leader along with how much was administered, when (date and time) and by whom.

On residential visits a medical form must also be completed and signed by the parent consenting to permission for emergency medical treatment to be given if needed.

In giving consent for their child to take part in educational visits and residential trips, parents are required to declare that the medical information they have supplied to the school is accurate and up-to-date. They also consent to their child receiving emergency medical treatment in the event that they cannot be contacted.

Pupils with Medical Needs

A trained first aider should attend all school trips when a child with a specific medical need is going. The first aider provisions at the destination of the trip should be included as part of the risk assessment.

We actively support pupils with medical conditions to participate in school trips and visits, or in sporting activities but are mindful of how a child's medical condition will impact on their participation. Arrangements will always be made to ensure pupils with medical needs are included in such activities unless evidence from a GP or consultant states that this is not possible.

A risk assessment will be completed by the class teacher at the planning stage to take account of any steps needed to ensure that pupils with medical conditions are included. This will require

consultation with parents, pupils and advice from other healthcare professionals that are responsible for ensuring that pupils can participate. A copy of the child's Education Health Care Plan must be taken on the education visit or residential trip.

Farm Visits

Farms can be dangerous places so taking children to a farm should be carefully planned. The risks to be assessed should include those arising from misuse of farm machinery and the hazards associated with *E.Coli* O157:H7 food poisoning and other infections. Those who are pregnant are at particular risk.

During exploratory visits staff must check that the farm maintains good washing facilities, clean grounds and public areas.
Never let children:

- Place their faces against the animals or put their hands in their own mouths after feeding the animals.
- Eat until they have washed their hands.
- Sample any animal foodstuffs.
- Drink from taps.
- Ride on tractors or other machines.
- Play in the farm area.

Swimming Lessons

Swimming lessons take place at Clapham Leisure Centre (SW4 6BX) and are led and overseen by qualified swimming instructors.

Upper junior classes swim in termly blocks and swimming sessions and dates are confirmed on the dates and events list. Year 6 take part in swimming lessons during the autumn term and Year 5 swim in the spring term. Year 4 swim in the summer term.

Each taught session is 45 minutes in duration and three swimming instructors teach different ability swimming groups. The class are supervised at all times by two members of school staff. Changing rooms will be monitored by school staff, but not directly supervised unless a member of staff needs to intervene on the grounds of safety or behaviour.

Appendix 1

Educational Visit – Request for Permission Form (1)

Please complete and hand this form into the Headteacher for permission before you confirm any arrangements for an Educational Visit.

Curriculum Subjects Covered	
Class Teacher	
Proposed destination	
Proposed date of visit	
Number of children	
Number of additional adults to accompany	
Transport arrangements	
Transport costs	
Total cost of visit per child	
Charge per adult (parent helper if applicable)	
School Kitchen informed of proposed trip	Y/N
Letter drafted for Parents	Y/N
Transport booked (if applicable)	Y/N

- The teacher organising the educational visit **MUST** provide the Headteacher with a draft 'Letter to Parents' for proof-reading.
- Transport must be booked at least 2 weeks in advance of the educational visit taking place. Underground and overground trains and buses within Zones 1-6 are covered by TfL. When booking transportation for educational visits beyond Zone 6 and at peak time, charges need to be considered.
- Parent helpers may need to pay an entrance fee and/or be asked to contribute towards the cost of an adult ticket for transport.
- If the year group for the proposed educational visit is Nursery and KS2, then the kitchen need to be informed of lunch arrangements – number of pupils requiring a packed lunch on the day of the educational visit.
- We ask for a voluntary contribution and children will not be excluded if they do not pay. However, if insufficient contributions are made, the visit may have to be cancelled.

Children will not be allowed to go if they do not return the permission slip.

Signature of Class Teacher	
Date	

A copy of this document is to be placed in the Educational Visits file once completed.

A *Letter to Parents*, *Risk Assessment* and *Application Form for Approval* are the required documentation to follow.

Approval of Headteacher (insert signature)	
Date	

Appendix 2

Application Form for Approval – Category A activity

Application for approval for Category A activities
(i.e. all educational visits, residential visits, sporting and hazardous pursuits)

From			
Establishment			
Address (For Correspondence)			
Post code			
Tel no		email	

Date of outward journey		Date of return journey	
Mode of travel			
Destination or places to be visited (postal address)			
Country(ies)			
Type of accommodation		Has it been used by you before	Yes / No

Purpose of journey / visit and specific educational objectives			
Details of the programme of activities Please give full details of your plans for each day or attach a copy (including itineraries, routes and special safety measures / equipment, campsite grid references…)			
Previous experience of this venture			
Have you pre-visited the site(s)?	Yes / No	Has a written risk assessment been completed?	Yes / No
If no pre-visit, how will preparatory information be sought?			

Emergency contact person(s) telephone number(s) at home (out of office hours) – (only one required if just one overnight involved).	
Contact Person 1	
Contact Person 2	
Emergency contact number at destination	

Name of tour operator or company used	
Tel no	
Type of financial bonding (e.g. ABTA, ATOL, IPT)	
Travel arrangements (e.g. coach), name and Tel no of	

company			
Name of driver if self-drive transport is to be used		Is the instructing or leading to be undertaken by Centre or Tour Company staff	Yes / No
Name of Insurance Company providing cover			

Name of party organiser		Gender: M / F
Name of party leader		Gender: M / F
Name of deputy party leader		Gender: M / F

Name(s) of your professionally qualified staff, e.g. teacher, youth worker			
Name (group leader first)	Gender M / F	Any activity qualification held relevant to the venture, e.g. Open Country, DoE	Date obtained / updated
Please indicate if any staff will not be present throughout the venture			
Number of support adults (volunteers or other responsible adults)			
Male		Female	

Names of First Aiders	

Pupil numbers						
Males		Age range		Including		Over 18 years
Females		Age range		Including		Over 18 years
Names of group members with specific disabilities						
Have any special arrangements been made?						
Proposed hazardous pursuits (if any)						

Adult / pupil ratio		Teacher / pupil ratio	

Recommendations for approval

This approval confirms that we consider the event to have 'significant educational value' and that the arrangements are in accordance with the appropriate Council regulations. We confirm that the party leader and other appropriate staff have read the relevant sections of Outdoor Education Regulations and Guidance and the safety regulations for the appropriate activities as defined in Safety in Hazardous Pursuits: Regulations and Guidance.

School			
Trip to		Date of trip	

1. Head of establishment

Signature		Date	

2. Governing body representative

Signature		Date	

Please email the completed and signed form and to: safety@richmondandwandsworth.gov.uk

Note: Please ensure that you have the two approval signatures required in 1 and 2 above.

Appendix 3

Emergency Procedures

Action to be taken by the group leader in the event of a serious accident/incident

A serious accident or incident is defined as:

- An accident leading to a fatality, serious or multiple fractures, amputation or other serious injury.
- Circumstances in which a group member might be at serious risk or have a serious illness.
- Any situation in which the press or media are or might be involved.

Action

1 Assess the situation.
2 Protect the group from further injury or danger.
3 Render first aid or other service as appropriate.
4 Call rescue services (999) and/or police as appropriate.
5 State the nature of the emergency.
6 Give your name, address/location and telephone number, followed by:
- the location of the incident
- the nature of the incident
- the names of the individuals involved
- the condition of those involved and where they are located.

7 Phone your base contact person (as soon as possible) and:
- give clear information about the situation
- your location
- your actions to date
- your telephone number
- request him/her to alert the Headteacher.

8 If it is not possible to reach your base contact person, telephone the Education and Social Services Department's emergency number as follows:

Office hours: **020 8871 7974**
Mobile: **07767 256 773**
Other times: **020 8871 6900**

The operator will take the details and then contact the Education and Social Services Officer who will then be responsible for all future liaison with the group.

9 It is probable that both the leaders and young people will be in a state of shock, therefore:
- remove remainder of the group to some secure accommodation and place under the care of a member of staff able to protect them from the attention of the press/media
- if necessary, request the police to assist
- calm and comfort the young people and arrange for their evacuation.

10 Do not make any statements to the press/media or allow anyone else to make statements other than expressions of sympathy.
11 Do not allow group members to telephone home until contact has been made with the Education and Social Services Department.
12 Retain all equipment involved in an unaltered condition.
13 Do not allow anyone to see any group member without an independent witness being present. (No-one, unless they are in a relevant official capacity, has the right to see anyone who does not wish to see them.)

Refer all press/media enquiries to the Council's Press Office: **020 8871 6031** or **020 8871 6173** during office hours or Mobile**: 07341 777267** or **07879 486212**

My base contact person for this activity is:

Name Telephone

Appendix 4

Educational Visit Evaluation

Group Leader: _____

Visit to: _____

Date/s _____

Please comment on the following:

Was the venue suitable?	
Were the facilities of a suitable standard? *e.g. lunchroom/toilets*	
Were the travel arrangements appropriate?	
Were the educational objectives met? What were the outcomes?	
Was the content of the programme relevant and appropriate for the age group?	
Was there adequate time?	
What might be done differently to make this an even better experience in the future?	
Ongoing Risk Assessment:	

Signed (group leader)		**Date**	

Appendix 5

Off- Sites Visits – Volunteer Agreement

Thank you for volunteering. School trips are an integral part of learning at school and you will have an important role to play in ensuring the success and safety of this trip. The class teacher has overall responsibility for the children at all times, but designates responsibility to voluntary helpers who may have charge of a small group.

Please read this agreement, sign and return it to the office. This forms part of our school's risk assessment planning.

The Role of a Volunteer Helper

- To be responsible for and look after, in equal measure, all of the children in your group
- To stay with your allocated group and ensure their wellbeing and safety for the duration of the trip
- To promote polite, respectful and courteous behaviour amongst the group and towards members of the public
- To ensure that your group keeps up with the rest of the school visit party
- To contact your class teacher if there are issues with first aid, safety or behaviour
- To show a commitment to the group, an interest in the focus of the visit and assist children in their learning by helping them to read signs/labels/information, asking questions that encourage children to think about the task and by helping to explain areas of interest.
- To follow guidance from school staff, be enthusiastic with the children and enjoy your day out.

Not permitted

- Please do not bring additional siblings on the school trip
- Volunteers are not allowed to smoke, drink alcohol or use their mobile phones.
- Volunteers are not allowed to take photographs of the children
- Volunteers are not allowed to buy their group treats e.g. ice cream, sweets etc. – before or after the school trip

Emergencies

Please inform a member of school staff as soon as possible. If you are separated from the rest of the school party, please telephone the lead staff member or the school.

I understand and agree to the conditions outlined in this agreement.

Signed……

Name……..

Date…….