



PACE Academy Trust

## Educational Visits Policy

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## 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, both local and further afield, provide enriching social and cultural experiences, teach life skills and promote independent learning, and form an integral part of our approach to furthering our pupils' education and personal growth.

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 2022](#)
- Sections of this policy are also based on the [statutory framework for the Early Years Foundation Stage](#).

## 3. Links with other policies

This policy links with the following policies and procedures:

- Health and Safety policy
- Charging and Remissions policy
- Behaviour policy
- Safeguarding and Child Protection policy
- Medical Needs (First Aid) Policy

- Supporting pupils with Medical Conditions policy
- Special educational needs (SEN) policy
- Equality information and objectives
- Accessibility plan
- Early Years Foundation Stage (EYFS) policy

## 4. Roles and responsibilities

### 4.1 Directors

- Overall responsibility for health, safety and welfare of staff and pupils
- Overall responsibility for the development and review of this policy (PACE Executive Leaders)
- Approving overseas activities

### 4.2 Local Governing Body (LGB)

- Approving residential and adventurous activities
- Being aware of visits (including local and non adventurous) and asking questions about their educational objective
- Ensure visits are included on LGB agendas
- Ensure that the Head Teacher/Educational Visits Coordinator is certain that all necessary risk assessments have been carried out
- Support the work of the Educational Visits Coordinator

### 4.3 Headteacher

- Ensure that arrangements are in place for informing the local governing body about visits, including through Head Teacher reports to LGBs;
- Ensure that the governing body has approved the educational visits policy and receives reports on visits as appropriate;
- Appoint an Educational Visits Coordinator (EVC)
- Ensure that visit arrangements and outcomes are evaluated to inform future visits and staff training needs;
- Arrange for the reporting of accidents and incidents as required. Records of these should be reviewed regularly, and the information used to inform future visits;
- Ensure that proper support systems are in place to cope with incidents, emergencies and critical incidents;
- Provide a rich and varied programme of opportunities for young people to learn outside the classroom. The programme of visits should be structured and progressive to gradually develop young people's confidence, independence and responsibility;
- Make sufficient time and resources available for the EVC to arrange induction and training of staff and volunteers. This should include opportunities for staff to develop competence in risk management by assisting more experienced colleagues on a range of educational visits and by attending relevant training courses;

- Check that the EVC has designated an appropriately competent visit leader who will meet the employer's criteria for ensuring the best interests of the young people. The Head should make a judgement on a member of staff's competence and suitability to lead a visit. It should be borne in mind that discipline on an educational visit may have to be stricter than in the establishment;
- Ensure that appropriate provider assurances are in place;
- Check that the visit leader or another leader is familiar with the location where the activity will take place;
- Ensure that the educational objectives of a visit are fully inclusive, are set out in the pre-visit documentation, and are made known to all relevant parties;
- Ensure that charging procedures for visits are implemented and comply with the Trust policy and legal requirements;
- Ensure that the visit emergency contacts are part of the critical incident team and are clear about their roles.

#### **4.4 The educational visits co-ordinator (EVC) (see also EVC checklist [Appendix I])**

All PACE schools will appoint an EVC.

The EVC will:

- Support the Head Teacher/LGB with approval decisions;
- Assign competent people to lead or otherwise supervise a visit;
- Assess the general competence and supervisory ability of leaders and other adults proposed for a visit.
- Where a provider is being used ensure that appropriate checks have been undertaken and that there is a clear contract/agreement in place about who is responsible for what (activities/supervision etc.);
- Carry out occasional monitoring of visit leaders to identify further training needs;
- Organise the 'Risk Management', ensuring that appropriate assessments are carried out by the visit leader
- Work with the visit leader to provide parents with information about the visit and obtain the consent or refusal of parents for their child to take part in the visit as appropriate;
- Keep records of individual visits including what worked well, what didn't and any accident/incident reports.

#### **4.5 Visit Leader (see also – Visit Leader Checklist [Appendix II])**

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

The trip lead will:

- Ensure that the planned visit and activities are suitable for the group;
- Obtain the Head/EVC's approval for the visit according to this policy;
- Obtain Directors/LGB if leading any visit for which this approval is required;
- Ensure the ratio of staff to pupils is appropriate for the environment/activities and the needs of the group;

- Have enough information about the pupils to assess their suitability for the visit or be satisfied that their suitability has been assessed and confirmed;
- Carry out relevant risk assessments prior to the trip. This will always include a pre-trip visit, often with other relevant adults. Identify and record significant hazards and the safety measures required to reduce risk to a tolerable level. Make known to the Head Teacher/ Head of School and others the level of residual risk that needs to be managed;
- Carry out dynamic risk management while the visit takes place. Consider modifying or stopping the visit if the risk to the health or safety of the young people is unacceptable and have in place procedures/alternative plans for such an eventuality;
- Undertake and complete the planning and preparation of the visit, including the briefing of group members and parents/carers;
- Seek appropriate assurances from Providers and ensure that there is a clear contract/agreement in place about what they are responsible for;
- Make appropriate and adequate preparations for emergencies in conjunction with the EVC and ensure that all accompanying leaders are familiar with these procedures.

#### 4.6 Staff

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

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

#### 4.7 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

#### 4.8 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

## 4.9 Pupils

Schools' Behaviour Policies also apply 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

## 5. Risk assessment

- The visit leader must undertake a thorough risk assessment using the trust's template ([Appendix IV](#));
- All outcomes, once mitigating actions have been identified, must be acceptable or tolerable if the visit is to take place;
- Risk assessments must be in place for individual pupils where an additional need is identified e.g., medical, social and emotional, health and safety;
- Risk assessments must be approved and signed by the Head Teacher/Head of School;
- All visits which are overseas, residential and/or adventurous must have risk assessments approved by the Head Teacher/Head of School and LGB at least six weeks in advance of the trip;
- By signing the risk assessment, the visit leader confirms that all responsible adults (except additional voluntary helpers) have read, understood and adopted the written assessment;
- Voluntary helpers must be shown and understand the risk assessment before the advent of the trip.

### Risk Assessments – External providers

- When using an external provider, such as an activity centre (e.g., PGL), for which you have received appropriate assurances, school staff only need to risk assess those aspects of the visit where they are in charge;
- When using a provider, you do not need copies of their risk assessments if they hold a valid 'Learning Outside the Classroom (LOtC) Quality Badge, an AALA license or Adventure Mark as this provides assurance that they meet accepted standards of risk management. If not the EVC or Visit Leader should seek written assurance that appropriate risk management systems are in place.

## 6. Pupil/Staff ratios

As a general guide and in normal circumstances the adult child ratio may be:

EYFS 1	1: 2
EYFS 2	1:3 /4
Y1, Y2	1: 6
Y3 – Y6	1:10

EHCP/ELP/Behaviour for individual children a 1:1 ratio may be appropriate

However, a professional judgment must be made for each visit and taking into account different circumstances. These include:

- Type, duration and nature of activity
- Experience and competence of staff/accompanying adults
- Nature of venue
- Weather conditions
- Nature of transport

## 7. 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 supervising adult able to administer first aid is present on all trips
- If EYFS pupils are present least 1 qualified paediatric first aider is present
- Appropriate first aid equipment will be taken on all trips, in accordance with the school's first aid and health and safety policies.
- 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

## 8. Emergency Procedures

Procedures in the event of an emergency are detailed in the Business Continuity Plan (appendices A1.1 and A1.2). These are attached as [Appendix IV](#).

## 9. Inclusion

**All our children are entitled to participate in all our educational visits**

- Every effort will be made to adapt/modify activities to allow engagement by children with physical disabilities, medical or other special educational needs;
- Special attention will be given to adult/pupil ratios;
- The needs of all our children will be considered when choosing destinations for visits. This will involve families where appropriate;
- Children will not be prevented from attending any visit, whether residential or otherwise in relation to charges.
- Where the risk assessment has identified that a child is unable to take part in the activity alternative educational opportunities which meet the needs of the individual child will be identified

## 10. Parental consent



- Wherever possible, parents/carers should be given at least two weeks' notice of a visit;
- Specific consent must be obtained for each visit and parents/carers should be given as much information as possible to allow them to make an informed decision.

## 11. Residential visits

The headteacher, together with the governing body, 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 hold 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.

## 12. Charging

*The Trust Charging and Remittance Policy will be followed*

## 13. Monitoring

The Head Teacher/Head of School is responsible for monitoring the implementation of all

procedures outlined in this policy.

All trips should be subject to 'debrief' with notes made regarding implications for future trips.

## EVC Check List

### **General**

For each of the following bullet points, further clarification on good practice can be found elsewhere in this guidance.

- ☐ I have attended OEAP approved EVC training and remain currently competent, and I have access to advice such as from an accredited outdoor education adviser.
- ☐ I have an understanding of how visits/outdoor learning can support a wide range of outcomes for children and young people.
- ☐ My establishment has a policy for visits/outdoor learning, which I understand, and it adopts OEAP National Guidance.
- ☐ Visits/Outdoor Learning are an integral part of the work of the establishment and are evaluated and good practice shared.
- ☐ I support/oversee planning so that activity is well-managed, engaging, relevant, enjoyable and memorable.
- ☐ Procedure and responsibility for engaging leaders and determining their competence is clear and I support those involved in approval decisions.
- ☐ Leader induction and training needs are identified and I support leader development, sampling activity to identify any further training needs.
- ☐ Visits/outdoor Learning are regularly considered at Senior Leadership level and by Governors/Trustees and I provide information about the range of activity and its contribution to school/establishment effectiveness.
- ☐ There is an establishment emergency response procedure, appropriate to the nature of activity undertaken, which is periodically tested.
- ☐ Accidents and incidents are reported and investigated, learning is shared and RIDDOR requirements are met.
- ☐ Notification and approval procedures are followed correctly and within agreed timescales.

### **Visit/Activity Specific**

- ☐ Preliminary visits have taken place if required.
- ☐ Any third party providers have been appropriately selected.
- ☐ Parental consent, where required, is in place.
- ☐ Parents have been provided with appropriate information.
- ☐ There are clear learning/development aims, which contribute to the wider aims/ethos of the establishment. An evaluation process is in place.
- ☐ The leadership team are sufficiently confident and competent for this activity with this group.
- ☐ The Visit Leader is responsible for, and has ownership of, the visit plan including risk-benefit management.
- ☐ Where appropriate, all leaders and participants have been involved in the planning process.
- ☐ There are sufficient leaders to ensure effective supervision and to deal with incidents and emergencies.
- ☐ Everyone is aware of their roles and responsibilities.
- ☐ Medical, first aid, inclusion and safeguarding issues have all been addressed.
- ☐ Any travel, transport, and residential arrangements are appropriate.
- ☐ There is a 'Plan B'/alternative options if needed.
- ☐ Where necessary, there is a designated 24/7 emergency contact with access to all information and documentation relating to the activity.
- ☐ The Visit Leader has sufficient funds and an effective means of communication in case of an emergency.
- ☐ Suitable insurance is in place.

### **Finally**

- ☐ All relevant requirements of the employer and establishment policy/procedure have been met.
- ☐ The Visit Leadership Team and Activities are appropriate for this Group – it's age, competence and the needs of the young people – in this setting/Environment (SAGE).
- ☐ This Visit is well prepared and ready for approval.

### Visit Leader Check List

This list is designed as a final check on visit planning. The relevance of the bullet points and the complexity of the responses are dependent on the nature of the particular visit. For each of the points, further information about good practice can be found elsewhere in this guidance.

- ☐ The benefits and risks of all aspects of the visit have been considered and the visit plan has an appropriate balance and an acceptable level of residual risk.
- ☐ The visit plan has involved leaders and helpers before the visit and they are clear about what they are expected to do in order to manage the risks.

#### **Content and Aims**

- ☐ There are clear and well-considered aims that are particular to the learning and development of the group as a whole and individuals within it, which contribute to the wider curriculum or ethos of the establishment.
- ☐ Evaluation and visit review arrangements are in place.

The process has led to a visit plan addressing the following variables:

#### **Staffing**

- ☐ I am clearly identified as the Visit Leader and approved by the establishment.
- ☐ All members of the Visit Leadership Team are sufficiently confident and competent to fulfil their designated role.
- ☐ There are sufficient leaders to ensure effective supervision and deal with incidents and emergencies.
- ☐ All members of the Visit Leadership Team have received all relevant information on both the visit and the group.
- ☐ If accompanying leaders are taking a family member on the visit, there are arrangements to ensure that this will not compromise group management.
- ☐ I have kept my EVC informed during the planning process.

### **Activities**

- ☐ Activities are appropriate to the aims of the visit and the nature of the participants.
- ☐ Appropriately competent activity leaders are in the Visit Leadership Team or a suitable Provider has been contracted to lead activities.
- ☐ There is a sufficient amount of suitable equipment for activities.

### **Group**

- ☐ Up to date contact details, medical information, dietary requirements and information about special needs are available and shared appropriately with the Visit Leadership Team and any relevant provider staff.
- ☐ Information has been provided to parents and young people to enable informed consent (where consent is required).
- ☐ Participants have been provided with information about what to do and what is expected of them, and, where appropriate, have been involved in the planning and risk benefit assessment process.
- ☐ Safeguarding issues are addressed.
- ☐ Inclusion issues are addressed.

### **Environment**

- ☐ Environmental factors (weather, daylight hours, temperature, water levels etc) have been considered.
- ☐ Accessibility issues are addressed.
- ☐ Safety and security have been checked and considered.
- ☐ I have undertaken a preliminary visit if appropriate or required by establishment policy. In the absence of a preliminary visit. I have sufficient information from other sources.
- ☐ There is access to first aid at an appropriate level.
- ☐ Where remote supervision will be used, the environment is suitable.
- ☐ Accommodation, where used, is safe, suitable and appropriate.
- ☐ Travel or transport arrangements are appropriate.
- ☐ There is a Plan B/alternative options in place, where necessary.
- ☐ There is an emergency plan in place and leaders, helpers, participants, providers and emergency contacts have been given relevant information about it.
- ☐ Suitable insurance is in place (and required documents if visiting overseas).

### **Finally**

- ☐ The visit meets all relevant requirements of my employer and establishment policy/procedure.
- ☐ My decision is that this visit is appropriately prepared and should take place.

### RISK ASSESSMENT FORM - PART 1

If you are taking a coach or other transport to the venue, please attach a list of passenger names for each vehicle registration number. **This must be left with the office.**

Site or Location:	Work activity:
Assessor:	Date:
Names person in charge of event:	Review Date(s):

Contact mobile phone number of person in charge of event:

Visit Outline:

**Signed**

Visit leader:

EVC:

Headteacher:

Date:

## RISK ASSESSMENT FORM – PART 2

Activity:

*Risks to be judged with control measures in place*

HAZARDS	PERSONS AT RISK				CONTROLS	SEVERITY OF HARM			LIKELIHOOD OF HARM			RISK RATING
	C	A	M	O		S H	H	E H	L	U	H U	

SIGNED:

DATE:



**RISK ASSESSMENT FORM – ACTION SHEET**

Activity:

COMMENTS/ ACTION REQUIRED	TIMESCALE	RESPONSIBLE PERSON

## CALCULATING THE RISK

Severity of harm	Examples:		
Slightly Harmful	Superficial injuries; minor cuts and bruises; eye irritation from dust. Nuisance and irritation e.g. headaches; ill health causing discomfort.		
Harmful	Lacerations; burns; concussion; serious sprain; minor fractures. Deafness; dermatitis; asthma; work related upper limb disorder; ill health leading to minor disability		
Extremely harmful	Amputations; major fractures; poisoning; multiple fractures; fatal injuries. Occupational cancer, other severely life shortening diseases; acute fatal diseases.		
RISK RATING	Slightly harmful	Harmful	Extremely harmful
Highly Unlikely	Trivial	Tolerable	Moderate
Unlikely	Tolerable	Moderate	Substantial
Likely	Moderate	Substantial	Intolerable

RISK LEVEL	ACTION AND TIMESCALE
Trivial	No action required. No records need to be kept
Tolerable	No additional controls are required. Consideration may be given to a more cost-effective solution or improvement that imposes no additional cost burden. Monitoring is required to ensure controls are maintained.
Moderate	Efforts should be made to reduce the risk, but the costs of prevention should be carefully measured and limited. Risk reduction measures should be implemented within a defined period. Where the moderate risk is associated with extremely harmful consequences, further assessment may be necessary to establish more precisely the likelihood of harm as a basis for determining the need for improved control measures.
Substantial	Work should not be started until the risk has been reduced. Considerable resources may have to be allocated to reduce the risk. Where the risk involves work in progress, urgent action should be taken.
Intolerable	Work should not be started or continued until the risk has been reduced. If it is not possible to reduce the risk even with unlimited resources, work has to remain prohibited. to

C = Child A = Adult M= Member of Public O = Other

SH = Slightly Harmful H = Harmful EH = Extremely Harmful L = Likely U = Unlikely HL = Highly Unlikely

## Appendix IV

### A1.1 Guidance for group leaders following a major incident during out of school activity

Firstly:

**Establish who is in charge at the scene Name:**

The person in charge must delegate where possible or perform the following tasks and ensure all task are undertaken.

TASK	ROLE	
<b>Establish a loggist</b>	To keep a written record of the timings of all events, actions and decisions. It is vitally important as information may be required at a later date as evidence at a public enquiry, in court etc.	
<b>Delegate someone to call emergency services</b>	Police / Ambulance / Fire / Coastguard as required. Noting: <ul style="list-style-type: none"> <li>• exact location</li> <li>• type of incident</li> <li>• any hazards</li> <li>• access</li> <li>• numbers of casualties</li> </ul>	
<b>Administer first aid where possible</b>	Be aware of blood contact. Where an incident/injury has occurred e.g. involving electricity or chemicals, be aware of residual hazards before providing first aid. For electricity, switch off supply first; for chemical, seek professional advice.	
<b>Account for all members of party</b>	<ul style="list-style-type: none"> <li>• <b>If party all together</b> - arrange for non-casualties to return to base and await further instructions</li> <li>• <b>If party in separate groups</b> - advise other groups where possible</li> </ul>	
<b>Ensure non casualties stay together</b>	Delegate member of staff to support the non-injured away from the injured.	
<b>Establish contact point</b>	If possible, one member of staff to remain at incident site to liaise with the emergency services	
<b>Travel with casualties to hospital</b>	Delegate member of staff to escort to hospital with casualties' details. Take contact number.	
<b>Request assistance on site as necessary</b>	Refer to Telephone Contact List if out of school hours)	
<b>Consider abandonment of activity</b>	Nature/date/time/location of incident Names of those involved – injured/non-injured Details of known injuries and location of injured/non-injured and details of any supervising adults Action taken/on-going Contact point	
<b>At earliest point advise school of incident.</b>	Telephone EHT/H of S/deputies and inform them of the situation & actions so far. Use emergency contact telephone number	
<b>Later Actions</b>		
<b>Prepare for reception/accommodation of relatives</b>	School Halls	
<b>Arrange for non-casualties to return to school</b>	Consider transport arrangements/need to hire additional vehicles/drivers	
<b>Complete accident forms</b>		
Gain advice from school as to who will deal with the media (see page 16)	Beware of rumour - try to dispel. Pupils should not talk to the media unless arranged by staff/parents and written permission given by parents/carers	

## A1.2 Guidance for senior staff at the school advised of a major incident affecting an out of school activity

Firstly:

Establish who is in charge at school      Name

The person in charge must delegate where possible or perform the following tasks and ensure all task are undertaken.

TASK	ROLE	JOB IN PROGRESS / DONE
Establish a loggist	To keep a written record of the timings of all events, actions and decisions. It is vitally important as information may be required at a later date as evidence at a public enquiry, in court etc.	

Establish and confirm the following information:

Who Is In charge at the scene?	
Contact Details	
Location of Incident	
Time of Incident	
Names of those involved: continue overleaf	Details of Known Injuries
Hospital Details if known	
Action taken / ongoing	Ensure this information is recorded in the log book.

<b>Are back-up staff required?</b> <b>Review staff and levels regularly</b>	
<b>If Head Teacher not aware immediately inform at earliest opportunity.</b>	<b>Date:</b> <b>Time:</b>
<b>Access all necessary data</b> e.g. parents/carers/group leaders home addresses and telephone numbers and any known medical conditions of those involved	

**HT or leadership members member to inform the following:**

<b>CEO or Trust Leadership / LA</b>	Trust Leadership/LA to establish Helpline, form Crisis Management Team with the school, set up emergency meeting and call other support as necessary eg. Corporate Services, Emergency Planning, H&S, HSE, religious support, Insurance, Press Office, Translators
<b>Other staff Teaching &amp; Non-teaching (both on and off site)</b>	
<b>Chair of Local Governing Body</b>	

**Head Teacher or senior staff member to arrange the following:**

<b>Form Incident Management Team with the Trust/LA &amp; set up emergency meeting</b>	Record all Team's decisions – set up/maintain incident log Consider whether school needs to send a representative to the incident site, particularly if Group leaders involved Consider if LA representative needed to accompany school representative to the site
<b>Advise parents/carers/spouses of pupils/teachers/parents on trip</b>	Casualties and non-casualties
<b>Arrange visits to hospital</b>	To parents/carers of casualties
<b>Arrange transport facilities</b>	For parents/carers to visit casualties
<b>Arrange for to meet returning party</b>	For parents/carers of non-casualties
<b>Arrange briefing meetings</b>	Staff, pupils, parents. Inform pupils in a sensitive way (small groups if appropriate)
<b>Decide who is to speak to the media (see page 12)</b>	
<b>Consider issue of information e.g., info telephone line (recorded message)</b>	

<b>Establish reception facilities</b>	For concerned relatives coming to the school – establish they are relatives not media

## Appendix V

### Guidance for parents and carers who support on school trips and visits

We are very grateful to parents and carers who support our school when attending trips and events outside of school. Without this support many trips would be unlikely to go ahead.

The security of our children is our prime concern and every effort is made to ensure that trips run smoothly and safely. For everybody's safety, we ask that parents and carers observe the following guidelines.

### DBS Checks

If you are helping your child's class on an off-site visit as a one off or occasional support then you do not need to have a DBS. If you come into school on a regular basis then you will need a DBS. The school office will support you with this process.

### Responsibilities

The teacher(s) will have planned the trip carefully and will share with you the schedule of the day. Please be aware of timings and make sure you are in the directed places at given times.

The teacher is responsible for the safety of all of the children on the trip. However, he/she may allocate you a group to be in charge of for the day. Please ensure your group stays together at all times and inform the class teacher if there are any issues. The teacher will have grouped the children carefully. Parents may not always be asked to support the same group that their own child is in. Please respect the teacher's professional judgement in these decisions.

The class teacher will provide any relevant information on the morning of the trip.

### Behaviour Expectations

Children are expected to be ambassadors for the school.

### Please encourage the children to:

- Listen carefully to all adults
- Be polite to all adults
- Respect any objects or equipment
- Move about calmly and sensibly
- Speak at an acceptable volume for the location
- Have responsibility for their belongings

*Please encourage the children in your care to behave appropriately at all times and do not hesitate to enlist the teacher's support if needed.*

### Expectations of Adults

Adults supporting trips are required to be good role models of behaviour for the children.

For the health of our children there is a "No Smoking" or Vaping Policy in school and this also applies to school visits.

**Mobile phones should not be used for personal purposes whilst you are with the children.**

However, it is useful to carry a phone in case of emergency. The school mobile phone numbers will be provided on the day of the trip. **No photographs should be taken using a mobile phone** – all photographs must be taken using a school camera. These are safeguarding procedures.

In case of an emergency, the team leader will have the sole responsibility for contacting the appropriate emergency services, the school and/or parents or carers. In the event of a serious accident, there is an expectation that any parent or helper on the trip follow the instructions of the team leader and/or school staff and not message or phone other parents. This is to ensure the safety of all children.

As in school, confidentiality is essential

**All staff and parents on the trip have safeguarding responsibilities for the children present and are expected to follow school policies.**

If you have any concerns during the day, please inform the teacher as soon as possible.

### **Support with school trips**

**Name of helper**.....

**Name of trip and year group**.....

**Date**.....

**I have received the parent information regarding my responsibilities on the trip and I confirm I am still able to help.**

**Signed**.....