

# **Brockhampton Primary School**

## **Educational Visits Policy**

<b>Policy Adopted</b>	<b>July 2019</b>
<b>Minutes Reference</b>	
<b>Date of Next Review</b>	<b>July 2021</b>

**Signature of Chair of I.A.B:**

## **Introduction**

This policy covers all educational visits that occur outside the school premises. This ranges from walks around the locality to residential visits of several days' duration. It includes also Outdoor and Adventurous Activities.

## **Aims and Objectives for Educational Visits**

Our fundamental aim at Brockhampton Primary Academy is to provide the best possible education for all our pupils. It is the aim of the school to place a high value on diversity, treating every member of the school community as an individual, and meeting the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. In doing this, we aim, therefore, to raise the achievement of all the children in the school.

Educational Visits and Outdoor and Adventurous Activities are an integral part of the children's education at Brockhampton. They offer opportunities to enrich the curriculum, enabling the children to have first-hand experience of a wide range of topics and activities. On residential visits especially, there is opportunity to develop social skills which have a long-lasting beneficial effect.

## **Nature of Educational Visits**

The school runs a wide range of Educational Visits. These may include:

- Local visits off site.
- Half-day visits by coach to places of interest to support the curriculum.
- Day visits to places of historical, environmental, religious or other interest to support specific curriculum areas.
- An annual residential visit for children in Year 6. This is focussed on the the 'Outdoor and Adventurous' curriculum.

## **Health & Safety**

The school follows the Local Authority 'Educational Visits' guidance. Reference is also made to three other recent documents:

- A clear process for Group Leaders – see appendix 1
- Standards for LAs in overseeing Educational Visits
- National Standards for Adventure

Note: The school has used an Outdoor Education Adviser from Birmingham and Worcestershire, who is able to give support and advice, and provide us with all relevant documents that ensure safety for our pupils.

## **Personnel**

The school's Educational Visits Co-ordinator (EVC) is the Deputy Headteacher, Mr McLaren. He has been trained as an EVC and the Headteacher supports this process by evaluating the relevant documents – see attached appendices.

For each visit, of whatever duration, a Group Leader is identified.

The **IAB** also has a specific role to play in all Educational Visits. They are responsible for:

- ensuring that guidance is available to inform the school policy, practices and procedures relating to the health & safety of pupils on educational visits;
- ensuring that the Deputy Headteacher and Headteacher are supported in matters relating to educational visits and that they have the appropriate time and expertise to fulfil their responsibilities;
- asking questions about a visit's educational objectives and how they will be met – see supporting appendices;
- ensuring that outdoor and adventurous activities and trips over twenty miles are approved as necessary by the LA before bookings are confirmed;

- ensuring that the Headteacher has taken all reasonable and practicable measures to include pupils with special educational needs or medical needs on a visit;
- ensure that they review procedures with the Headteacher on an annual basis.

The function of the **EVC** is to:

- ensure educational visits meet the employer's and school's requirements;
- support the IAB with approval and other decisions;
- assess the competence of prospective leaders and staff;
- ensure that Risk Assessment meets requirements;
- organise training and induction;
- ensure parents are informed and have given consent;
- organise emergency arrangements;
- keep records of visits, accidents or incident reports;
- review systems and monitor practice.

The **Headteacher** is responsible for:

- ensuring approval for visits is given, including liaising with the LA where appropriate;
- ensuring that the IAB is made aware of visits relating to outdoor and adventurous pursuits and trips of over twenty miles from school;
- ensuring that arrangements are in place for the educational objectives of a visit to be inclusive;
- being aware of the need for Best Value;
- ensuring that all accreditation or verification of providers has been met;
- ensuring that visits are evaluated to inform the operation of future visits;
- ensuring that each visit has an appropriately competent Group Leader;

- ensuring that all teachers are aware of the LA guidance and school documents that support visits;
- ensuring that the school has an emergency procedure in case of a major incident, which has been discussed and reviewed by staff. This emergency procedure must include getting support from the LA's support centre. See also the school's Critical Incidents Procedures.

The **Group Leader** has overall responsibility for the supervision and conduct of the visit, including direct responsibility for the pupils' health, safety and welfare. The Group Leader must:

- be approved to carry out the visit, suitably competent and knowledgeable about the school and LA's policy and procedures;
- plan and prepare for the visit and assess the risks;
- define the roles and responsibilities of other staff and pupils and ensure effective supervision of what they do.

**Adult volunteers** who are not teachers at the school must:

- understand and agree expectations of them;
- understand their relationship to the pupils, teachers and visit leaders;
- recognise the limits of their responsibility;
- ensure that they are not left in sole charge of pupils unless this has been formally agreed through a risk assessment;
- follow instructions from teachers;
- raise concerns for pupil welfare with the Group Leader.

### **Procedure for Running Educational Visits**

A set procedure is followed for all Educational Visits, although the nature of each visit will determine the level of preparation required. Each Group Leader will, in liaison with the EVC, complete the documents included in the appendices). A visit will proceed only when the EVC and Headteacher are satisfied that all reasonable preparations have been made.

## **Risk Assessment**

Risk assessments are made for all Educational Visits (see attached appendices). This necessitates that the Group Leader, where possible, has made a pre-visit in order to be able to plan for the visit and to conduct a Risk Assessment appropriately. Risk Assessments must be simple, manageable, proportional, suitable and sufficient. The system must:

- identify significant hazards;
- assess the risk of harm;
- put control measures in place;
- check if anything else is needed;
- use a simple assessment language – high/medium/low.

Risk Assessment considers the site and its environment, the group, the activity and the leaders.

## **Financing Educational Visits**

The school complies with the Education Act 1996 (section 451), and procedure is outlined in the school's Charging and Remissions policy.

## **Emergency Procedures**

It is the responsibility of the EVC/Headteacher to ensure that emergency arrangements are in place for all Educational Visits. This includes:

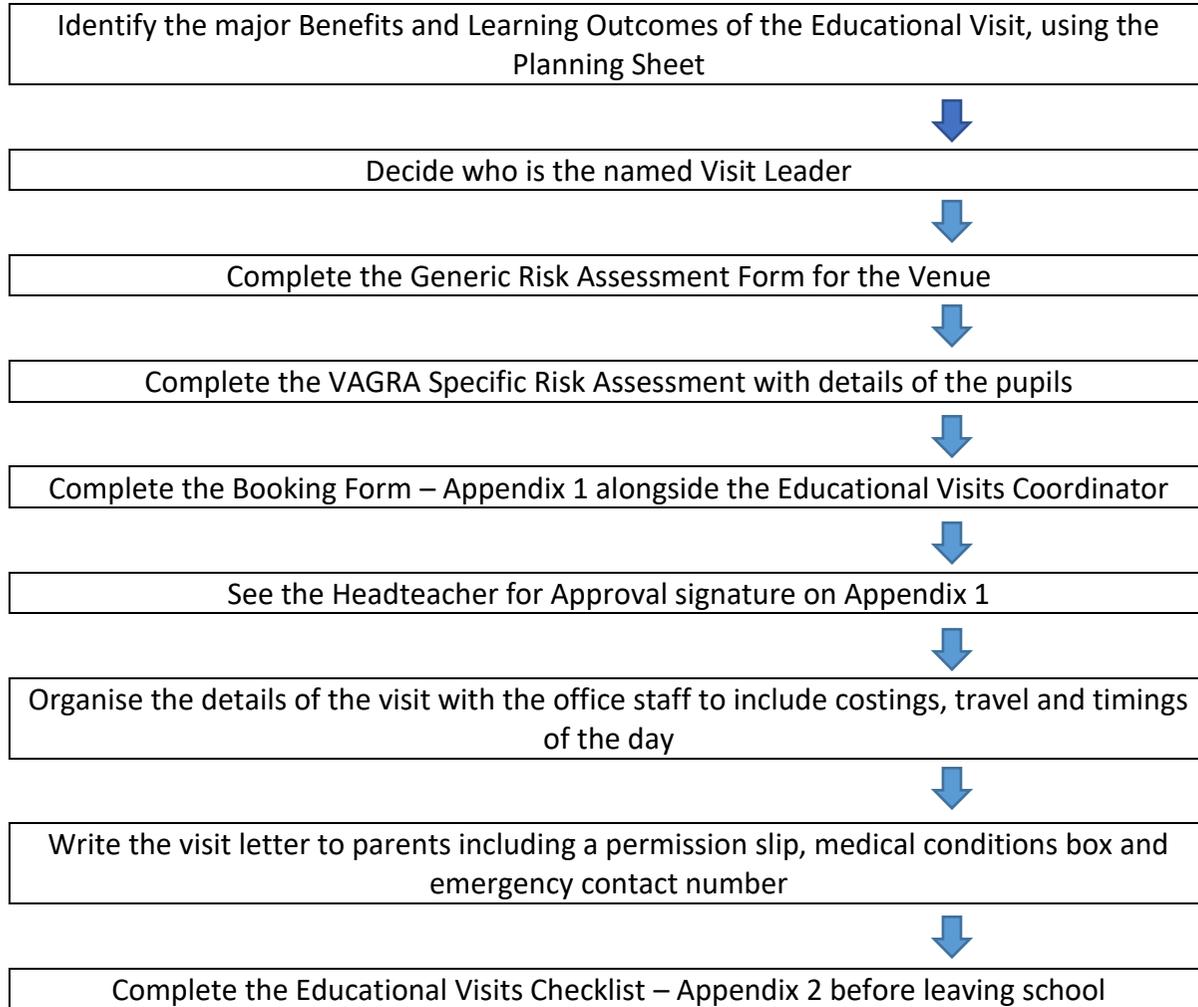
- ensuring that all involved know who is the emergency contact point in the school, for each visit, and in the LA.
- having access to an emergency (Critical Incidents) plan appropriate to the visit;
- ensuring that the contact point – or rota – is effective throughout the visit;
- ensuring that parental contact information is up to date and accessible.

## **Policy Review**

As with all policies, it is the responsibility of the IAB to evaluate the effectiveness of this policy and the practice that it describes. On a day to day basis this responsibility is delegated to the Headteacher who will report back to the Members as appropriate.

This policy is a working document, and will be reviewed every two years.

**Appendix 1**  
**Educational Visits Procedure**





Upon return complete the Educational Visits Monitoring Form and give copies to the Educational Visits Coordinator and the Headteacher

**Appendix 2 - Benefits and Learning Outcomes of Educational Visit**

Venue	Year Group	Date

**Pupil Knowledge and Understanding:**

Skill/Concept	Please Tick
Increasing understanding of topic(s) via hands on experience	
Venue is a stimulus for future learning	
Theory is put into practice	
Appreciation of a new environment	
New experience for majority of pupils	
Venue provides Visual, Auditory and Kinaesthetic experiences	
Opportunities to practise basic skills in a real life context	
Specialist teaching from an external expert	
Handle artefacts/resources that would not normally be available	
Young Enterprise/Business Studies are demonstrated by the venue	
Workshops/themed projects are provided	
Other:	

**Individual Skills:**

Skill/Concept	Please Tick
Builds self confidence	
Managing challenge	
Managing risk	
Recognising consequences	
Building self esteem	
Providing motivation	
Providing aspiration	
Encouraging independence	
Potential to unlock hidden talents	
Extending personal comfort zone	
Encouraging perseverance	
Encouraging responsibility	
Other:	

**Social skills, Relationships and Teamwork:**

Skill/Concept	Please Tick
Cooperate with one another	
Group decision making	
Set group rules	
Setting team goals and achieve	
Learning to trust one another	

Helping and caring for others	
Speaking and Listening tasks	
Empathise and see other people's points of view	
Working and living with other pupils	
Explain ideas and tasks to others	
Ask questions in order to solve problems	
Problem solving	
Give and/or receive constructive feedback	
Other:	

**Spiritual, Environmental and Cultural Awareness:**

Skill/Concept	Please Tick
Understanding of self	
Awareness of others	
Appreciation of awe and wonder	
Appreciating other people and places	
Sense of adventure	
Recognising and experiencing other cultures	
Understanding the principles of a sustainable environment	
Other:	

### Appendix 3 - GENERIC RISK ASSESSMENT FORM

<b>Venue and Activity:</b>		
<b>Visit Leader:</b>		
<b>Date of Visit:</b>		
<b>Significant Hazards and Associated Risks</b> Those hazards which may result in serious harm or affect several people	<b>Those who might be harmed</b> Persons at risk from hazards	<b>Control Measures (CM's):</b> Controls – guidance, Generic Risk Assessments, guidance from Provider, briefings, Leader's experience, participants etc.)
All eventualities	Pupils, staff.	<ul style="list-style-type: none"> <li>• Visit leaders will be familiar with and will follow the school Educational Visits Policy</li> <li>• Staff will have followed the Educational Visits Procedure and completed all relevant documentation</li> <li>• Risk assessment will have been approved by the Educational Visits Coordinator and Headteacher</li> <li>• All staff will be appropriately trained, experienced and qualified to competently fulfil their leadership roles and responsibilities</li> <li>• All leaders will meet prior to departure to discuss and share risk assessments and implement management plans</li> <li>• All leaders will be made aware of their roles and responsibilities prior to departure</li> <li>• Leaders will brief young people regarding hazards and involve them in the risk assessment and management process</li> </ul>

<p>All Incidents, Accidents or Emergencies</p>	<p>Pupils, staff.</p>	<ul style="list-style-type: none"> <li>• The establishment has an emergency plan for dealing with an incident on an offsite visit, and knows how to contact sources of help</li> <li>• Ensure sufficient supervisors to deal with an incident and take charge of the rest of the group</li> <li>• At least one leader will carry a mobile phone (N.B. Mobile phones may not work in some areas due to weak signal)</li> <li>• Leaders and Establishment Contact will have immediate access to a copy of Emergency Procedures, including all emergency contact numbers, a list of young people and contact details of parents, group leader, school, Headteacher, Deputy Headteacher and Educational Visits Coordinator's after-hours number</li> <li>• Leaders and/or support staff will have an appropriate level of first aid training as determined by the nature of the visit and accessibility of the venue for paramedics</li> <li>• A complete first aid kit (and travel sickness equipment) will be checked and taken with group</li> <li>• The first aid kit will be easily accessed by all leaders</li> <li>• Any personal medication to be kept secure and accessible only to leaders</li> <li>• Leaders will have prepared a contingency plan in the event of an incident or other cause for a change to the original plan</li> </ul>
<p>Exposure to adverse effects of weather cold injury, heat injury, over exposure to sun etc.</p>	<p>Pupils, staff.</p>	<ul style="list-style-type: none"> <li>• Staff will consider possible weather conditions, plan appropriate programme, and ensure that young people are aware of clothing and equipment required</li> <li>• Specialist personal protective clothing and equipment will be made available to group members if appropriate</li> <li>• Staff will plan and make provision for young people who may not bring suitable kit, including arranging a check before departure and/or bringing spares</li> <li>• Staff will obtain daily weather forecast and adjust plans accordingly</li> </ul>

Young people lost or separated from group, inadequate supervision	Pupils, staff.	<ul style="list-style-type: none"> <li>• Ensure supervising staff are competent and understand their roles and are aware of any risk assessments</li> <li>• Staffing ratios will be determined by the specific risk assessment of the group. For this activity 4 members of staff are supervising 25 children plus using the centres' specialist staff for each activity.</li> <li>• Leaders to use suitable group control measures (e.g. buddy systems, large groups split in small groups each with named leaders)</li> <li>• Staff will discuss itinerary and arrangements with young people</li> <li>• Young people will be briefed as what to do if separated from group e.g. meeting points</li> <li>• Leaders to conduct regular head counts, particularly at arrival/departure points, and when separating and reforming groups</li> </ul>
Special needs of specific young people – medical	Pupils, staff.	<ul style="list-style-type: none"> <li>• Obtain information from parents/carers</li> <li>• Individual risk assessments to be cited on Group Specific risk Assessment (VAGRA)</li> <li>• Additional supervision to be arranged if required</li> </ul>
Misbehaviour	Pupils, staff	<ul style="list-style-type: none"> <li>• Staffing supervision levels will be sufficient to maintain good behaviour</li> <li>• Code of Conduct/Behaviour agreed with young people beforehand, with clear understanding of likely consequences if this is breached.</li> <li>• Individual risk assessments to be carried out to include family support</li> <li>• Advice to be taken from SENCO as to risk to individual and/or others</li> <li>• Additional supervision to be arranged if required</li> </ul>
Animals, insects, poisonous plants etc	Pupils, staff.	<ul style="list-style-type: none"> <li>• Avoid known high risk situations</li> <li>• Take necessary avoidance action if encountered</li> <li>• Ensure those with known allergies carry medication</li> </ul>
Inappropriate provision, activity or actions by provider or provider's staff	Pupils, staff.	<ul style="list-style-type: none"> <li>• Only <i>bona fide</i>, reputable providers will be used</li> <li>• Where appropriate, prior written assurance will be obtained from the company that it has suitable and sufficient safety management and quality-control systems in place</li> <li>• Staff given ultimate professional judgement and licence to remove pupils from the activity.</li> </ul>

Confrontation with a member of public	Pupils, staff.	<ul style="list-style-type: none"> <li>• Young people will remain in pairs, groups or buddy systems at all times, including visits to toilets, restaurants etc.</li> <li>• Seats will be booked or pupils seated, wherever possible, in a single block to enable easier supervision</li> </ul>
Whilst on activity: Inappropriate behaviour leading to injury to self, other party members, or passers-by	Pupils, staff.	<ul style="list-style-type: none"> <li>• Staffing supervision is within school recommended ratios, sufficient to meet pastoral needs and maintain good behaviour</li> <li>• Overall party divided into smaller groups for more effective supervision by staff</li> <li>• Young people appropriately briefed to include the following: - <ul style="list-style-type: none"> <li>○ Purpose and duration of activity</li> <li>○ Expected standards of behaviour and pertinent safety rules – follow instructions / directions from provider’s staff where applicable</li> <li>○ Emergency procedures - what to do if there is an incident or they become lost or separated from group</li> </ul> </li> </ul>
Leader supervising their own children	Pupils, staff.	<ul style="list-style-type: none"> <li>• If staff (teachers or volunteers’) families join group, pupil supervision must not be compromised.</li> <li>• Staff children are similar age to group and supervised with pupils or separate supervision arranged.</li> </ul>
Traffic accident, coach.	Pupils, staff	<ul style="list-style-type: none"> <li>• Coach from a reputable supplier.</li> <li>• Coaches have seat belts that staff ensure are used.</li> <li>• Buses without seatbelts are avoided and never used.</li> <li>• Sufficient supervision.</li> <li>• Suitable embarkation points used (for example, coach park, onto wide pavement). Staff have the decision regarding this, which is made clear to coach company upon booking.</li> <li>• Close supervision and head counts during any breaks in journey and getting on and off coach.</li> </ul>

Walking	Pupils, staff	<ul style="list-style-type: none"><li>• Work on foot planned to avoid fast roads wherever possible.</li><li>• Supervision on pavements, roads and especially crossing of any fast roads is pre-planned.</li><li>• Pupils are briefed about hazards and behaviour required.</li></ul>
Service station and other breaks in journey	Pupils, staff	<ul style="list-style-type: none"><li>• To be avoided where possible</li><li>• Brief pupils on:<ul style="list-style-type: none"><li>♦ purpose and timings of stop.</li><li>♦ how and where to contact staff.</li></ul></li><li>• Close supervision and head counts.</li></ul>

**Appendix 4 - Venue, Activity, Group Specific Risk Assessment (VAGRA)**

This is designed to supplement the Generic Risk Assessment with any details of a specific nature regarding the Venue, Activity and the group of Pupils. All Residual Risk Ratings will be Low for the visit to proceed.

<b>Venue –</b>	<b>Number of Staff –</b>
<b>Number of Pupils –</b>	<b>Age Range of Pupils –</b>

**Specific Venue/Activity Risks:**

<b>Hazards/Risks</b>	<b>Control Measures</b>

**Specific Pupil Risks:**

<b>Hazards/Risks</b>	<b>Control Measures</b>
Injury to pupils	Carry first aid travel pack – Ensure equipment sited at venue is safe to use. Pupils acknowledge school behaviour policy. Up to date knowledge about pupils’ medical history and medication currently being taken by individuals.
Behavioural Needs	Pupils acknowledge school behaviour policy. Pupil name(s): Supervision arrangements – Removal from visit arrangements if needed – Emergency contact (Headteacher/Deputy Headteacher) will request parents collect child from the venue or in the absence of those do it themselves if the pupil is a danger to themselves or others.
Medical Needs	All emergency contact numbers are taken on the trip.

	<p>Mobile phone is taken on the trip –          General 1<sup>st</sup> Aid kit is available and stocked appropriately –</p> <p>1<sup>st</sup> Aider has medication and instructions for each of the following pupils;</p> <p>Staff:</p> <p>Emergency Action Plan is known to Visit Leaders.</p>
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**Specific Venue/Activity Risks – delete as appropriate**

**Swimming:**

**Water Sports with Provider:**

Hazards/Risks	Control Measures
Avoidable objective dangers/unsuitable location.	<ul style="list-style-type: none"> <li>• Location has been specifically assessed by technical provider as suitable for activity planned.</li> <li>• Ability/experience of group taken into account.</li> <li>• Weather forecast obtained, weather and water conditions constantly monitored and activity adjusted accordingly.</li> </ul>

Water environment	<ul style="list-style-type: none"> <li>• The leader holds the appropriate qualification for the water (inland or sea) and conditions prevailing.</li> <li>• Knowledge of pupil swimming ability / water confidence known.</li> <li>• Pupils supervised in recommended ratios by qualified staff.</li> <li>• The leader holds first aid and resuscitation awards.</li> <li>• Personal buoyancy meets recommendations and leaders check buoyancy always worn correctly when afloat.</li> <li>• All boats have suitable buoyancy.</li> <li>• Equipment as recommended is carried and used as appropriate. Participants are appropriately trained in use.</li> </ul>
Equipment failure.	<ul style="list-style-type: none"> <li>• All equipment is checked before use; an equipment log is maintained and an annual maintenance programme is undertaken.</li> </ul>
Head injury.	<ul style="list-style-type: none"> <li>• Helmets used if conditions dictate.</li> </ul>
Water quality.	<ul style="list-style-type: none"> <li>• Local advice taken about water quality.</li> <li>• Open cuts and sores covered.</li> <li>• Pupils and parents briefed about Weil's disease and action to take if appropriate.</li> </ul>
Exposure to weather.	<ul style="list-style-type: none"> <li>• Suitable clothing and footwear and change of clothes.</li> <li>• Spare clothing and emergency equipment available to group.</li> <li>• Plan for pupils who may not bring suitable clothing – check before departure and/or bring spares.</li> <li>• Weather forecast obtained, wind and water conditions constantly monitored and activity adjusted accordingly.</li> <li>• Emergency telephone available.</li> </ul>

**Outdoor and Adventurous Pursuits:**

Avoidable objective dangers/unsuitable location.	<ul style="list-style-type: none"> <li>• Location has been specifically assessed by technical provider as suitable for activity planned.</li> <li>• Ability/experience of group taken into account.</li> <li>• Weather forecast obtained, weather and water conditions constantly monitored and activity adjusted accordingly.</li> </ul>
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Environment	<ul style="list-style-type: none"> <li>• The leader holds the appropriate qualifications.</li> <li>• Knowledge of pupil ability / confidence known.</li> <li>• Pupils supervised in recommended ratios by qualified staff.</li> <li>• The leader holds first aid and resuscitation awards.</li> <li>• Equipment as recommended is carried and used as appropriate. Participants are appropriately trained in use.</li> </ul>
Equipment failure.	<ul style="list-style-type: none"> <li>• All equipment is checked before use; an equipment log is maintained and an annual maintenance programme is undertaken.</li> </ul>
Head injury.	<ul style="list-style-type: none"> <li>• Helmets used if conditions dictate.</li> </ul>
Exposure to weather.	<ul style="list-style-type: none"> <li>• Suitable clothing and footwear and change of clothes.</li> <li>• Spare clothing and emergency equipment available to group.</li> <li>• Plan for pupils who may not bring suitable clothing – check before departure and/or bring spares.</li> <li>• Weather forecast obtained, wind and water conditions constantly monitored and activity adjusted accordingly.</li> <li>• Emergency telephone available.</li> </ul>

### Residential Visit – Accommodation:

Fire	<ul style="list-style-type: none"><li>• Briefing to all pupils about expected standards and code of behaviour.</li><li>• Identify requirements at time of booking and check during pre visit and on arrival.</li><li>• Check that a fire risk assessment has been completed and meets the all necessary requirements</li><li>• Check that there are:<ul style="list-style-type: none"><li>• automatic fire alarms on each floor and in public areas, which can be heard inside rooms.</li><li>• fire extinguishers available on each floor and in public areas.</li><li>• fire exits clearly marked.</li><li>• more than one exit from upper floors of the building.</li><li>• torches available if emergency lighting is not provided.</li></ul></li><li>• A walk through fire practice takes place on arrival to include assembly point, lay-out of accommodation, key personnel and routines.</li><li>• A group list is held by staff to ensure registration of whole party after an evacuation of the building.</li><li>• A group list is held by staff to ensure registration of whole party after an evacuation of the building.</li><li>• Discuss with accommodation manager any shortcomings in provision e.g. locked fire doors</li></ul>
Attack or disturbance by intruder	<ul style="list-style-type: none"><li>• Check that security arrangements have been assessed and reasonable steps taken to prevent unauthorised persons entering the accommodation</li><li>• Ensure the hotel or similar accommodation is locked at night or that there is a designated person on duty.</li><li>• Ensure that all windows and doors can be securely shut from the inside.</li><li>• If windows lead onto balconies, ensure that staff or reliable pupils occupy these rooms.</li><li>• If other guests share the accommodation seek sole occupancy of the floor if possible, and have designated staff rooms adjacent to pupils.</li><li>• Decide whether or not pupils doors should be locked from the inside – consider the balance between ensuring pupils wake up if fire alarm sounds during the night.</li><li>• Ensure pupils understand that they inform staff in the event of an emergency.</li><li>• Check pupils at “lights out”.</li></ul>

	<ul style="list-style-type: none"> <li>• Designate responsibilities and roles for individual members of staff including dormitory /floor groups.</li> </ul> <p>Carry out additional risk assessment if this is not possible</p>
Safeguarding	<ul style="list-style-type: none"> <li>• School has exclusive use of sleeping accommodation.</li> <li>• Separate male and female sleeping accommodation</li> <li>• Staff accommodation adjacent and same floor as pupils.</li> <li>• Students can easily contact staff throughout night.</li> <li>• Students are checked into rooms at 'lights out'.</li> <li>• All adults are appropriately trained in safeguarding/child protection and standards regarding access to bedrooms/ changing areas etc are agreed</li> <li>• Pupils know what to do if concerned</li> </ul>
Domestic hazards.	<ul style="list-style-type: none"> <li>• Accommodation has external validation of standards.</li> <li>• Visual inspection of balconies, stairways, electrical fittings, hazards in grounds or immediate surroundings.</li> <li>• On arrival, staff and pupils to report any faulty items found in rooms.</li> </ul>
Hygiene	<ul style="list-style-type: none"> <li>• Environmental health endorsement or similar.</li> <li>• Visual inspection of washing facilities, lighting, heating, ventilation, catering.</li> </ul>
Night time tendencies.	<ul style="list-style-type: none"> <li>• Information gained from parents about pupils' illnesses, sleepwalking, etc.</li> <li>• Suitable supervision arranged to meet needs of pupils.</li> </ul>
Additional needs.	<ul style="list-style-type: none"> <li>• Accommodation meets any additional needs of anyone in the group.</li> </ul>

**Appendix 5 - Trip/Visit -**

**Date –**

**Adult Staff Contact Information**

<b>Surname</b>	<b>Forename</b>	<b>Date of Birth</b>	<b>Address</b>	<b>Next of Kin</b>	<b>Contact Phone Number</b>

**Emergency Contact Information**

	<b>During School Hours</b>	<b>Out of School Hours</b>
Matt Mander Headteacher	07814 527553 01885 483238	07814 527553 0121 445 1740
Alan McLaren Deputy Headteacher	07869 638944 01885 483238	07869 638944
Transport Provider		
Venue		

**Appendix 6 - Educational Visits System – to be completed alongside VAGRA**

<b>Class</b>	<b>Date</b>	<b>No. of pupils</b>	<b>Venue – has the provider confirmed they have own risk assessment?</b>	<b>Lead Teacher</b>	<b>Other teachers, first aider, adults *</b>	<b>Purpose and value of visit</b>	<b>Medical issues</b>	<b>Other factors (Eg FSM)</b>	<b>Head approval</b>

Please hand this and the VAGRA to the Educational Visits Coordinator. Once visit has head approval then coaches and trips can be booked.

\* Please note that adults who are not DBS checked cannot supervise a group by themselves.

### Appendix 7 - Educational Visits Checklist

Please check the following before leaving the school on the visit:

Aspect	Please Tick
Class record sheet which includes medical information and emergency contact numbers.	
Consent forms all completed – if not inform the office to ring. If we cannot contact parents the child cannot go. Please take on the trip.	
All adults on the trip to have VAGRA risk assessment	
Safeguarding leaflets given to all volunteer staff	
Trip details/booking forms	
First Aid Kit	
Change of clothes if applicable	
Sick bucket	
Mobile phone	
Medication for any identified pupils	
Children have lunches – Free School Meal from kitchen?	
Children have coats/special clothing	

### Appendix 8 - Educational Visits Monitoring Form

Please grade the following statements regarding the visit as:

- 1 – unsatisfactory
- 2 – satisfactory
- 3 - good
- 4 - excellent

Statement	Grade 1-4
Did the pupils access a wider range of experiences that could not have been delivered within school?	
Did it provide good opportunities to learn in a practical environment?	
Do you feel you achieved the intended purpose and value of the visit?	
Was the trip good value for money?	

Are there any accidents/near misses to report? Please delete as appropriate - Yes/No

If yes, please detail below:

Are there any significant positives to report that will inform future risk assessment? Yes/No

Are there any significant hazards to report that will inform future risk assessment? Yes/No

Have the additional hazards been added to the risk assessment? Please delete as appropriate - Yes/No

Name of Visit Leader –

Date –