



St. Peter & St. Paul CE Primary School, Burgh-le-Marsh  
"Striving for excellence together in a caring Christian community."

RESPECT COMPASSION COURAGE



## EDUCATIONAL VISITS POLICY

Responsible: Governing Body

Agreed: March 2023

To be reviewed: Every 2 years (or in the event of serious incident or legislation changes)

Reviewed (and notes if applicable):

### 1. CONTEXT

We believe that educational visits are an integral part of the entitlement of every pupil to an effective and balanced curriculum. Appropriately planned visits are known to enhance learning and improve attainment, and so form a key part of what makes St. Peter and St. Paul CE Primary School, a supportive and effective learning environment. The benefits to pupils of taking part in visits and learning outside the classroom include, but are not limited to:

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

## 2. APPLICATION

Any visit that leaves the school grounds is covered by this policy, whether as part of the curriculum, during school time, or outside the normal school day.

In addition to this Educational Visits Policy, St. Peter and St. Paul CE Primary School:

- i. Adopts the Local Authority's (LA) document: '**Guidance for Educational Visits and Related Activities with National Guidance & EVOLVE**' (all staff have access to this via EVOLVE and Policies on the Staff Shared Drive).
- ii. Adopts National Guidance [www.oeapng.info](http://www.oeapng.info) (as recommended by the LA).
- iii. Uses EVOLVE, the web-based planning, notification, approval, monitoring and communication system for off-site activities.

All staff are required to plan and execute visits in line with this school policy, Local Authority policy, and National Guidelines. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

## 3. TYPES OF VISIT & APPROVAL

There are three 'types' of visit:

- i. **Visits/activities within the 'School Learning Area' that are part of the normal curriculum and take place during the normal school day.** These follow the 'School Learning Area' Operating Procedure (Appendix 2).
- ii. **Other non-residential visits within the UK that do not involve an adventurous activity. E.g. visits to museums, farms, theme parks, theatres, etc.** These are entered on EVOLVE by the visit leader and submitted to the EVC for checking. In our school the Headteacher is currently the EVC and so is also responsible for final approval.
- iii. **Visits that are overseas, residential, or involve an adventurous activity.** These follow (ii) above, but the Head then submits the visit to the LA for approval.

## 4. ROLES AND RESPONSIBILITIES

**Visit leaders** are responsible for the planning of their visits, and for entering these on EVOLVE (where required). They should obtain outline permission for a visit from the Head Teacher or EVC prior to planning, and before making any commitments. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements, and should seek advice from the EVC where necessary.

**The Educational Visits Coordinator (EVC)** will support and challenge colleagues over visits and learning outside the classroom (LOtC) activities. The EVC is the first point of contact for advice on visit related matters, and will check final visit plans on EVOLVE before they are authorised. The EVC uploads generic school documents and advice to the EVOLVE system. The EVC also signposts appropriate advice to staff members. The EVC, with the Headteacher, monitors all aspects of Educational Visits across the school.

**The Headteacher** has responsibility for authorising all visits and for submitting those that are overseas, residential or adventurous to the LA for approval. The Headteacher also sets up and manages the staff accounts on EVOLVE

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(may delegate to admin staff) and uploads generic school documents and advice to the EVOLVE system. The Headteacher also signposts appropriate advice to staff members.

**The Governing Body's** role is that of a 'critical friend'. Governors monitor trips and visits via policy reviews and monitoring samples of trip documents and through attending trips and visits. Individual governors may be given 'read-only' access to EVOLVE.

**The Local Authority** is responsible for the final approval (via EVOLVE) of all visits that are either overseas, residential, and/or involve an adventurous activity.

### 5. STAFF COMPETENCE

We recognise that staff competence is the single most important factor in the safe management of visits, and so we support staff in developing their competence in the following ways:

- A system whereby staff new to visits assist and work alongside experienced visit leaders before taking on a leadership role.
- Supervision by senior staff on some educational visits.
- Support for staff to attend training courses relevant to their role, where necessary.

In deciding whether a member of staff is competent to be a visit leader, the Head Teacher will take into account the following factors:

- Relevant experience.
- Previous relevant training.
- The prospective leader's ability to make dynamic risk management judgements, and take charge in the event of an emergency.
- Knowledge of the pupils, the venue, and the activities to be undertaken.

### 6. REGISTERS

**One of the most important aspects of ensuring the safety of our children is the register of participants. The following points apply:**

- A named register must be called once the children are on the bus and about to leave school. This can be a quick "Name" "Here". This must take place on the bus, even if departure is straight after a morning or afternoon register. A head count alone is not sufficient.
- On arrival at a venue, if parking is not on the venue site (e.g. Swimming, Lincoln Cathedral) a named register must be called once in the venue. A head count alone is not sufficient. All adults must also be accounted for.
- When getting ready to leave a venue, if parking is not on the venue site (e.g. Swimming, Lincoln Cathedral) a named register must be called when about to leave the venue. A head count alone is not sufficient. All adults must also be accounted for.
- When departing a venue, a final named register must be called on the coach before it pulls off. A head count by itself is not sufficient. All adults must also be accounted for.

- If a journey includes a stop, a named register must be taken on the bus before setting off again.

**Depending on the venue and parking arrangements, you could therefore be taking a register multiple times before leaving school and multiple times when leaving the venue.**

## **7. EMERGENCY PROCEDURES**

**A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the visit leadership team. Refer to the school's Critical Incident Management Plan for further information and guidance.**

The school has an emergency plan in place to deal with a critical incident during a visit, summarised below. All staff on visits are familiar with this plan and it is tested at least bi-annually and following any major staffing changes. In summary, the school's emergency response to an incident is based on the following key factors:

1. There is always a nominated emergency base contact for any visit (during school hours this is the office).
2. This nominated base contact will either be an experienced member of the senior leadership team, or will be able to contact an experienced senior leader at all times.
3. For activities that take place during normal school hours, the visit leadership team will be aware of any relevant medical information for all participants, including staff.
4. For activities that take place outside normal school hours, the visit leadership team and the emergency contact/s will be aware of any relevant medical information and emergency contact information for all participants, including staff.
5. The visit leader/s and the base contact/s know to request support from the local authority in the event that an incident overwhelms the establishment's emergency response capability, involves serious injury or fatality, or where it is likely to attract media attention.
6. For visits that take place outside the School Learning Area, the visit leader will carry either:
  - a) An LA Emergency 'Card' (see EVOLVE Resources), or
  - b) An OEAP National Guidance Emergency action card (available via [www.oeap.info](http://www.oeap.info))
7. This Emergency Procedure should be tested through both desk top exercises and periodic scenario calls from visit leaders.

## **8. EDUCATIONAL VISITS CHECKLIST**

Our school's Educational Visits Checklist forms part of the risk management process for visits and off-site activities, and may be downloaded from EVOLVE Resources (Appendix 1). This has been adapted from the LA's generic checklist. A visit should only go ahead if the answer to all relevant questions is 'YES'.

## **9. PARENTAL CONSENT**

In line with LA policy, written consent from parents is not required for pupils to take part in the majority of off-site activities organised by a school (with the exception of nursery age children) as most of these activities take place during school hours and are a normal part of a child's education at school. However, it is good practice to inform parents of these activities.

Written consent is usually only required for activities that need a higher level of risk management or those that take place outside school hours. Parents must be informed of these activities in advance, and given the opportunity to withdraw their child from any particular visit or activity covered by the form. At our school, this includes sporting activities such as competitions involving other schools taking place both during and outside the school day.

For activities requiring specific, (i.e. one-off), parental consent, sufficient information must be made available to parents (via ParentHub, letters, meetings, etc.), so that consent is given on a 'fully informed' basis. Parents may consent through a traditional paper consent form or a secure electronic format such as Google Forms or ParentHub Slips.

### **10. INCLUSION**

Under the Equality Act 2010, it is unlawful to discriminate against disabled participants because of their disability, without material or substantial justification. We make reasonable adjustments to ensure all our children are able to participate with perhaps adaptation for their needs.

### **11. CHARGING / FUNDING FOR VISITS**

Parents may be asked for a voluntary contribution towards the cost of a trip. Trip costs for children entitled to Pupil Premium funding are paid in full from that funding. If voluntary contributions cannot cover 50% of cost, the trip may be unable to go ahead and parents are made aware. Please refer to the school's Charging Policy for additional information. The entire cost of school swimming sessions is met by the school budget as it is part of the National Curriculum.

### **12. TRANSPORT**

In some circumstances (e.g. sporting events with a low number of participants) a private (staff or parent) car may be used to transport young people then this must be approved by the Headteacher, and a Private Car Form must be completed (can be downloaded from School's Documents on Evolve and also shown in Appendix 4). Parents are informed about the transport arrangements. Where staff are transporting pupils, evidence is obtained that the vehicle is safe, the driver is suitable and that there is a valid insurance policy covering the driver and the vehicle for the intended use. This may require that employees have 'business use' cover.

However, in most instances school will book transport with approved providers for trips and visits which require transportation. Standard Operating Procedures apply. Parents arranging transport among themselves for out-of-school hours events take full responsibility for doing so.

### **13. INSURANCE**

The school takes out Lincolnshire County Council Insurance for all trips and visits annually.

### **14. SWIMMING LESSONS**

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Children are supervised into the changing area and change in individual cubicles with school staff supervising to prevent members of the public interacting with the children. The changing rooms always has a school member of staff present when being used by children. Parents are informed that children are taking part in swimming lessons and are able to discuss any concerns they have with the school. The entire cost of school swimming sessions is met by the school budget as it is part of the National Curriculum.

### **15. DISMISSAL OF PUPILS AFTER EVENING ACTIVITIES**

For all after school clubs / activities there is a register of who is attending and safeguarding checks are made that all are present. At the end of activities, the adult(s) running the activity ensure that all children are collected. Any child not collected is kept in school until collection and measures are taken to contact parents as necessary. No children are permitted to leave the school premises without approved adult supervision other than those Year 6 children with written consent to walk home.

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### APPENDIX 1 - EDUCATIONAL VISITS CHECKLIST

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

#### In advance of the visit:

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

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



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### During the visit

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

### At the end of the visit

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

## APPENDIX 2 – SCHOOL LEARNING AREA

### GENERAL

Visits/activities within the 'School Learning Area' that are part of the normal curriculum and take place during the normal school day follow the Operating Procedure below.

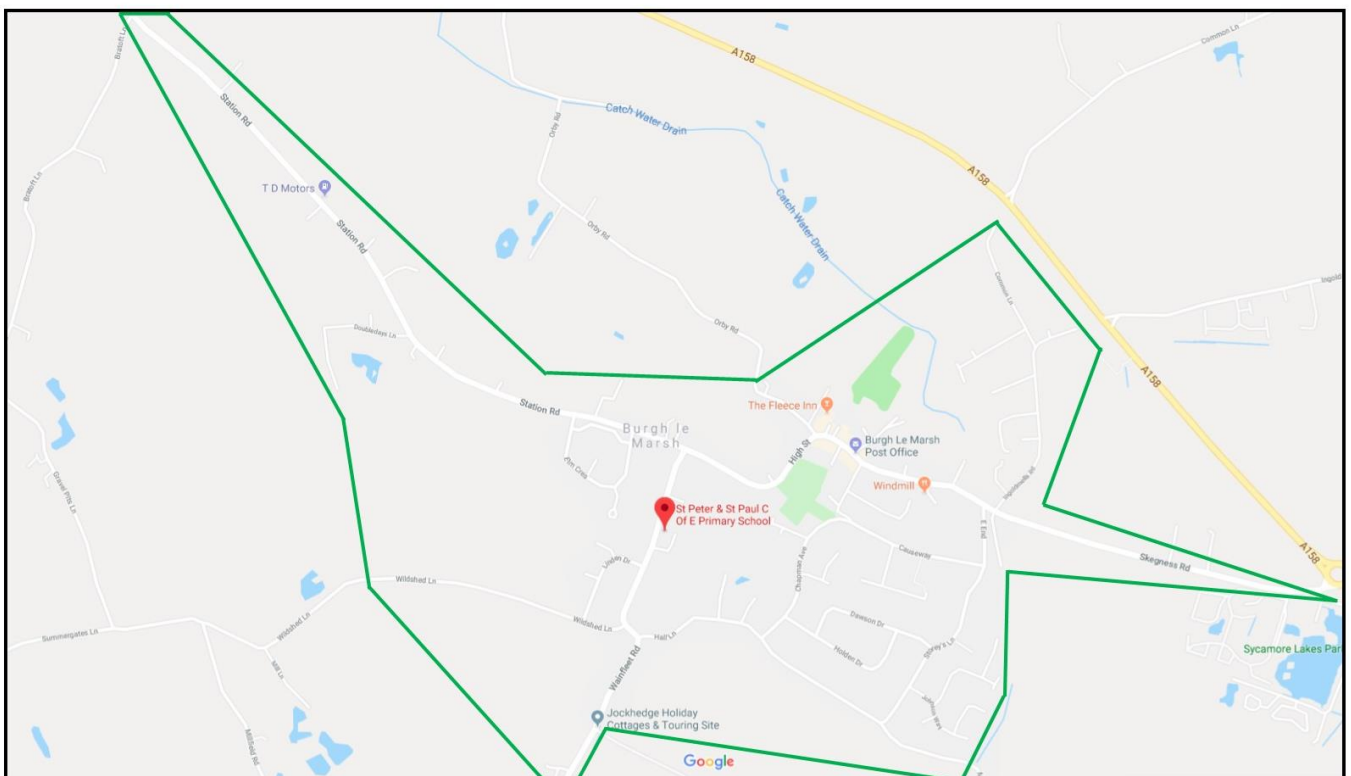
These visits/activities:

- do not require parental consent, although parents are made aware via newsletters, homework information sheets, the school website or ParentHub messages.
- do not normally need additional risk assessments / notes (other than following the Operating Procedure below).
- may be recorded on EVOLVE depending on the nature of the activity

### BOUNDARIES

The boundaries of the School Learning Area are shown on the map below. The regular swimming facility) is also included in the School Learning Area. Routes should stick to footpaths and public footpaths. This area includes, but is not limited to, the following frequently used venues:

- The Windmill
- Tinkers Green
- The Parish Church of St. Peter and St Paul
- Burgh Baptist Church
- The Methodist Church
- Burgh Library



**APPENDIX 2 (CONTINUED) - STANDARD OPERATING PROCEDURE FOR SCHOOL LEARNING AREA**

**The following are potentially significant issues/hazards within our School Learning Area:**

- Road traffic.
- Other people / members of the public / animals.
- Losing a pupil.
- Uneven surfaces and slips, trips, and falls (e.g. outside and also in buildings such as the Parish Church and the Windmill).
- Weather conditions.
- Activity specific issues when doing environmental fieldwork (nettles, brambles, rubbish, animal waste etc.).

**These are managed by a combination of the following:**

- The Head must give verbal approval before a group leaves. This will only be given if there are clearly identified competent staff, there is confidence in the suitability of the operating produce for the School Learning Area and if there is confidence that the staff will follow the operating procedures.
- Only staff judged competent to supervise groups in this environment are approved.
- The concept and Operating Procedure of the 'School Learning Area' is explained to all new parents when their child joins the school, and a synopsis is in the School Prospectus.
- There will normally be a minimum of two adults for a class of 30 (Note: EYFS supervision requirements apply). In the event that a member of staff has to deal with an incident occurring in the School Learning Area, a member of staff from school will immediately join the group.
- Staff are familiar with the area, including any 'no go areas', and are familiar with appropriate group management techniques.
- Pupils have been trained and have practiced standard techniques for road crossings in a group. For example, this may be done with some simple road markings in the playground.
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group.
- All remotely supervised work in the School Learning Area is done in 'buddy' pairs as a minimum.
- Pupils' clothing and footwear is checked for appropriateness prior to leaving school.
- Staff are aware of any relevant pupil medical information and ensure that any required medication is available.
- Staff will deposit in the office a list of all pupils and staff, a proposed route, and an estimated time of return.
- A mobile phone is taken with each group and the office have a note of the number.
- Appropriate personal protective equipment is taken when needed (e.g. gloves, goggles).
- Access to the centre of the village is along paths running by the school and through the church yard to minimise contact with the road.
- When heading east through the village crossing High Street, the crossing by the Bell Hotel is to be used if access to the other side of the road is necessary.
- Staff and children may wear high-visibility vests if deemed necessary by the visit leader and EVC.
- If the intended route does not involve the crossing, the lead adult(s) are to carry out an assessment of risk and cross the road in an appropriate place (i.e. clear visibility in both directions, clear visibility of the group for road users, appropriate assembly points on either side of the road).
- Groups should use footpaths and public footpaths.

### APPENDIX 3 - STANDARD OPERATING PROCEDURES FOR ALL TRIPS

#### GENERAL POINTS FOR ALL EDUCATIONAL VISITS

- Visit leaders are to be mindful of the nature of medical information shared with volunteers.
- Children with more significant medical issues (e.g. epi-pen) are to be placed with an appropriate school adult.
- Ensure adults have the correct medication for the children in their groups and that this is returned at the end of the trip.
- Visit leader to be aware of any children who cannot be photographed and share this information appropriately (e.g. with other adults and venue adults as necessary).
- Only school devices may be used to take photographs and video.
- Adults are to be mindful of other people taking photographs/video (e.g. members of the public) and challenge if necessary.
- Cleared adults supervise toilet visits. As a minimum, children are to go in pairs.

#### PUPIL BRIEFING

In the pupil briefing prior to the visit and/or activity, the following points will be among those covered:

- The expectation that children respect the venue, staff at the venue and members of the public who may also be at the venue.
- The necessity to move around appropriately (walking, not running)
- Which adult(s) children are with and the need to remain in contact with/in sight of/with their adult(s).
- The procedure for separation (meeting point, identification of venue adults).
- The need for appropriate footwear/clothing for venue/season/activity.
- Specific Health and Safety information relevant to the venue/activity (which will also be noted as 'Event Specific Details' on the EVOLVE risk assessment).

#### BUS/COACH JOURNEYS (taken from National Guidance and added to)

The following points apply to all bus and coach trips:

- The level of supervision necessary should be considered as part of the risk management process when planning the journey.
- Whatever the mode of transport, group members should be made aware of the position of emergency evacuation exits, first aid stations and meeting points.
- Visit Leaders should ensure that they are able to contact the bus driver and vice-versa (for example in the event of an event overrunning or transport being delayed coming to pick up from a venue)
- First aid and medical resources and information must be easily accessible at all times.
- The Visit Leader should also be aware of alternative routes or means of travel in the event of delay or cancellation.
- Head counts and registers should be carried out whenever the group is getting off or onto transport as per systems outlines in the policy.
- There should be a system for leaving transport (e.g. leave transport rear seats first, traffic side next, kerb side last).
- Visit leaders should, in conjunction with the transport provider and venue, arrange drop-off points as close as is practicably possible to the venue, ensuring that passengers are exiting into a safe area.

## EDUCATIONAL VISITS POLICY

- It is particularly important that young people should be made aware of safety requirements and expected standards of behaviour when getting on or off transport at pick-up and drop-off points and when assembled in waiting areas.
- Double-decker buses/coaches will require at least one supervisor on each deck.
- In any seating arrangements, thought should be given as to where it is best to place leaders, ensuring that the arrangements will support the management of discipline and adult proximity to emergency exits. Children should not be seated at emergency exits.
- Visit leaders should plan sufficient stops at suitable areas, ensuring these are operationally viable with any providers and drivers.
- In the event of an accident or breakdown, the group should remain under the direct supervision of the Visit Leader or Assistant Leaders. If the vehicle is in danger of being hit while broken down (e.g. if it is on the hard shoulder of a motorway or dual carriageway, or is partially blocking a road) the visit leader or driver should contact the police to provide safety support. Whether it is safer to keep the group on board the vehicle, or to disembark and wait elsewhere, is a matter that will need to be risk assessed on the basis of the specific circumstances. If the decision is to keep the group on board the vehicle, then it is recommended that the rear seats are vacated and the young people moved forward towards the front.
- Visit Leaders should ensure that seat belts are fastened.
- Visit Leaders should consider whether it is appropriate for young people to wear a high-visibility and easily distinguished article of clothing.
- Young people should be made aware that they are not allowed access to the driving area at any time.
- If the party travels in more than one coach then consideration must be given to the distribution of the leadership team. All leaders should be aware of who is travelling on which coach and have access to emergency information.

APPENDIX 4 – PRIVATE CAR FORM

St. Peter & St. Paul CE Primary School, Burgh-Le-Marsh  
 RESPECT COMPASSION COURAGE



PRIVATE CAR FORM

Use of a private car to transport young people

<b>1</b>	To: The Head of St. Peter and St. Paul CE Primary School, Burgh-Le-Marsh (Establishment)
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I confirm that I am willing to use my own vehicle for transporting young people on educational visits. I accept responsibility for maintaining appropriate insurance cover (see below). I have a current valid driving licence and will ensure that my vehicle is legal and roadworthy in all respects.

<b>2</b>	Signed: _____ Print name: _____
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<b>3</b>	Address: _____ _____ _____ _____
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<b>4</b>	Date: _____
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The LA and the establishment reserve the right at any time to request copies of any relevant documentation i.e. Registration Document, MOT, Insurance, Driving Licence

	Insurance cover required
For teachers, youth workers, or other LA employees	<i>'Use by the Policyholder in connection with the business of the Policyholder'</i>
For parents and other volunteers	<i>'Use for social, domestic and pleasure purposes'</i>

*"Striving for excellence together in a caring Christian community."*