



CONWAY PRIMARY SCHOOL

Educational Visits Policy

Approved by: Steve Piper (chair) Remotely Via Zoom **Date:** 29th April 2021

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Background

At Conway we are committed to delivering a creative and diverse curriculum. We believe that as an essential part of learning and personal development every pupil, regardless of age, ability or circumstances, should experience the world beyond the classroom.

Learning which takes place outside the classroom is often a child's most memorable and powerful experience. It not only allows them to discover new and interesting aspects of learning but it gives them the opportunity to make sense of the wider world.

The school recognises that while educational visits enrich the learning and lives of our children they also come with varying degrees of risk. As such all reasonable precautions are put in place to ensure risks are reduced to an acceptably level of safety to minimise or prevent harm. All visits are planned in accordance with the 1998 Health and Safety of Pupils on Educational Visits (HASPEV) guidance and the 2002 supplementary advice.

For the purposes of this policy an educational visit is any journey or activity organised by or on behalf of the school that requires pupil(s) to leave the school site regardless of the amount of time away they are from the premises.

Responsibility for the Policy

The School and Community Development Committee owns this policy on behalf of the governing body. However, the execution and the day-to-day procedures are delegated to the Headteacher and School Visits Coordinator. Unless driven by other factors the committee will review the policy as part of its review schedule.

The Educational Visits Coordinator

The Educational Visits Coordinator (EVC) is appointed by the Headteacher to have delegated responsibility for all aspects of school visits. The EVC is either fully trained by an LA recognised company or has been able to satisfy them that he or she has verifiable previous experience to perform the role.

The EVC ensures that all visits are correctly managed and the procedures outlined in this policy are followed alongside Local Authority and HASPEV guidance. The EVC will assess whether proposed visit leaders are competent for the particular visit and ensures they fully understand their role and responsibilities.

The EVC evaluates all visits and ensures that feedback is shared with the relevant staff. The EVC also maintains a database of all visits in order to support staff in the selection of future visits and activities.

The Approval Process

The Headteacher is responsible for approving educational visits and has accountability for all visits however the day-to-day responsibility for this policy and visits is delegated to the EVC who will always be a member of the Leadership Team.

When approving a visit, the Headteacher will consider a number of factors including:

- they have appointed a suitable group leader;
- all necessary actions have been completed before the visit begins.
- the risk assessment is complete and that it is safe to make the visit;
- training needs have been met;
- the group leader has experience in supervising and controlling the age groups going on the visit and will organise the group effectively;
- the group leader has relevant skills, qualifications and experience if acting as an instructor, and knows the location of the activity;
- all supervisors on the visit are appropriate people to supervise children and have appropriate clearance;
- the governing body has approved the visit if necessary;
- parents have signed consent form to the visit programme;
- arrangements have been made for all the medical needs and special educational needs of all the children;
- the mode of travel is appropriate;
- travel times out and back are known;
- that they have the names of all the adults and pupils in the travelling group, and the contact details of parents and the staff's and volunteers' next of kin, if out of school hours.

Group Leader

One teacher (the group leader) is responsible overall for the supervision and conduct of the visit, and should have been appointed by the Headteacher. The Group Leader should:

- appoint a deputy;
- be able to control and lead pupils of the relevant age range;
- be suitable qualified if instructing an activity and be conversant in the good practice for that activity if not undertake and complete the planning and preparation of the visit including the briefing of group members and parents;
- undertake and complete a comprehensive risk assessment;
- have regard to the health and safety of the group at all times;
- know all the pupils proposed for the visit to assess their suitability;
- observe the guidance set out for teachers and other adults below;
- ensure that pupils understand their responsibilities (see responsibilities of pupils below).

Other teachers and adults involved in a visit

Teachers on school-led visits act as employees of the LA. They will therefore be acting in the course of their normal employment during their normal hours. They will be acting under an agreement with their Headteacher and Governors if some of their time on the visit falls outside normal hours.

Teacher and other adults on the visit must:

- do their best to ensure the health and safety of everyone in the group;
- care for each individual pupil as any reasonable parent would;
- follow the instructions of the leader and help with control and discipline. Non-teachers should generally not have sole charge of pupils except where risks to health and safety are minimal;
- consider stopping the visit or the activity if they think the risk to the health or safety

Responsibilities of pupils

The group leader should make it clear to pupils that they must:

- not take unnecessary risks;
- follow the instructions of the leader and other adults;
- dress and behave sensibly and responsibly;
- look out for anything that might hurt or threaten anyone in the group and tell the group leader about it;
- should not undertake any task that they fear or that they think will be dangerous. Any pupils whose behaviour may be considered to be a danger to themselves or to the group may be prevented from going on the visit. The curricular aims of the visit for these pupils should be fulfilled in other ways.

Parents

The group leader should ensure that parents are given information about the purpose and details of the visit and are invited to any briefing sessions for longer visits.

Although they are not required to approve individual visits that take place during the school day, the Headteacher will seek approval from the governing body's School and Community Development Committee in advance of all residential visits and those that require the travel by sea or air.

Parental Consent

No child will be able to join an educational visit without written parental consent. If parents withhold consent the pupil will not be taken on the visit and the curricular objectives will, wherever possible, be delivered using an alternative approach.

Charging for Visits

The school has a clear commitment to ensuring all pupils have the opportunity to benefit from educational visits and that financial contributions do not prevent a child from taking part. Costs are kept to a minimum but a voluntary contribution is often requested. Charging for educational visits is made in line with the school's Charging Policy.

Staffing for Visits

Staff accompanying an educational visit are primarily responsible for keeping the children safe and maximising the learning experience

It is important to have a sufficient ratio of adult supervisors to pupils for any off-site visit. The factors to take into consideration include:

- sex, age and ability of group;
- special needs pupils;
- nature of activities;
- experience of adults in off site supervision;
- duration and nature of the journey;
- type of any accommodation;
- competence of staff, both general and on specific activities.

There should always be enough supervisors to cope effectively with an emergency. As general guidelines, the following ratio of adults to children should be used:

Rising Stars/Nursery – 1:2

Reception – 1:5

Key Stage One - 1:6

Key Stage Two - 1:8

Regardless of these suggested ratios, each visit will be assessed individually through the school's risk assessment procedure for educational visits.

These ratios do not include residential visits.

Where there is more than one adult supervisor a group leader, who has authority over the whole party, should be appointed.

Where a high adult: pupil ratio is required, it is not always feasible to use school staff alone. Parents may be used to supplement the supervision ratio. They should be carefully selected and ideally they should be well known to the school and the pupil group. Each parent will have a current Disclosure and Barring Service Disclosure (DBS).

All adult supervisors, including school staff and parent helpers must understand their roles and responsibilities at all times. In particular, all supervisors should be aware of any pupils who may require closer supervision, such as those with special needs or those with behavioural difficulties. Teachers retain responsibility for the group at all times.

For the protection of both adults and pupils, all adult supervisors should ensure that they are not alone in a one to one situation with a pupil.

Whatever the length and nature of the visit, regular head counting of pupils should take place. The group leader should establish rendezvous points and tell pupils what to do if they become separated from the party.

Newly Qualified Teachers

All NQT's will be supported by experienced and qualified teachers on all visits. Where local, weekly visits take place an experienced teacher will model and supervise the first visit.

Before departing on any visit the visit leader will ensure that all adult supervisors, including school staff and parent helpers are aware of their roles and responsibilities. In particular, all supervisors will be aware of any pupils who may require closer supervision, such as those with special needs or behavioural difficulties. The school welcomes parental help during visits and values the additional support they give the school's staff. However, the school staff retain responsibility for the visit and the children at all times. Wherever possible the school ensures volunteer adults have a List 99 check before accompanying with a visit. However, regardless of whether this check is in place volunteers are never given sole responsibility for a child(ren).

Risk Assessments

A Completed risk assessment must be presented to and agreed by the Headteacher, 15 Working days before the visit is due to commence. Failure to follow the Risk Assessment will result in the cancelation of the visit.

The risk associated with education visits are listed by the school under three categories:

As part of the visit planning procedures the visit leader, in conjunction with the EVC, will carry out a thorough risk assessment using the school's risk assessment form (Annex A). The scale and scope of the risk assessment is driven, in part, by the category associated with the visit and the level of the required mitigation(s). However, all risk assessments include a number of factors including:

- The type of activity and the level at which it is being undertaken
- The location
- The competence, experience and qualifications of supervisory staff (school and venue)
- The pupils' age, competence, fitness and temperament
- The amount of pupils with special educational, behavioural or medical needs
- The quality and suitability of available equipment
- What are the identifiable risks and whom do they affect?
- What safety measures need to be in place to reduce risks to an acceptable level?
- How can the visit leader ensure sufficient safety measures are in place?
- The appropriate adult/child ratio
- What emergency measures need to be in place during a visit?

Regardless of the length and nature of the visit, regular head counting of pupils takes place. The visit leader will continually reassess the risks throughout the visit and take appropriate action if pupils are assessed to be in an increased level of danger. Pupils may be withdrawn from an activity if the visit leader is concerned that their behaviour poses a risk to themselves or others. On residential visits the visit leader will consider whether such pupils should return home early.

Residential Visits

The nature of residential visits means that the school and especially the visit leader needs to assess a number of additional issues prior to departure. These include:

- The visit leader ideally having rooms adjoining the pupil's accommodation
- The immediate accommodation area being exclusively for the use of the group
- Staff having access to pupil accommodation at all times
- Room safety (electrical connections, secure balconies)
- The need for separate male and female sleeping areas (pupils and adults)
- The fire and evacuation procedures
- Whether a reception is staffed 24 hours a day and if not what security arrangements are be in force to stop unauthorised visitors
- Ensuring that locks / shutters etc. work on all the rooms to be used by the group
- Security arrangements for clothes, luggage, equipment etc., particularly safekeeping of valuables

- The provision for sick, disabled pupils or those with special needs
- Ensuring the venue has appropriate recreational facilities

Coastal visits

The visit leader considering a coastal visit will address the following points in the risk assessment:

- The timings and exit routes of any tides and sandbanks
- Ensuring the children are aware of warning signs and flags
- Establishing a base on the beach to which members of the group may return if separated
- Identifying hazards such as glass, barbed wire and sewage outflows etc
- Identifying areas which are out of bounds during recreational periods
- Ensuring the group keeps to cliff top paths at all times.

The school does not permit swimming in the sea during coastal visits. Paddling will only be allowed as part of a supervised activity, preferably in a recognised bathing area, which has appropriate lifeguard supervision. Pupils will always be in sight of the visit staff and when paddling is taking place a member of staff will accompany the children to the waters edge for extra security.

Farm visits

Due to the inherent danger posed by a farm all visits will be very carefully planned. The risk assessment will include the potential misuse of farm machinery and the hazards associated with E Coli 0157 food poisoning and other infections.

The proposed farm will be checked, and in most instances the school will undertake an exploratory visit. This is to ensure that it is well managed, that it has a good Health and Safety record, high standards of animal welfare, it maintains good washing facilities and clean grounds and public areas.

Swimming

Swimming and paddling in the sea or other natural waters are potentially dangerous activities for a school group. Swimming in the sea on a coastal visit will **not** be allowed.

Exploratory Visit

The visit leader will undertake an exploratory visit to a proposed venue in order to:

- Ensure that the venue is suitable to meet the curriculum based aims and objectives
- Inform the risk assessment process including any Health & Safety and/or security issues
- Ensure the venue can cater for the needs of the staff and pupils in the group
- Familiarise themselves with the local area

- Request a Risk Assessment from the venue – This is then added to School Risk Assessment

If it is not feasible to carry out an exploratory visit, as a minimum measure the visit leader will contact the venue to seek assurances about its appropriateness for the visiting group. When necessary the visit leader will seek views from other schools that have recently visited the venue.

Preparing Pupils for a Visit

Providing the right information and guidance to pupils is an important part of preparing them for a visit. Pupils need to have a clear understanding of what the visit will entail and what will be expected of them. The visit leader will decide how much information to provide to the children to balance health and safety considerations against unduly worrying the pupils about any risks. However, the visit leader must be satisfied that the children understand key information including:

- The aims and objectives of the visit / activity
- Background information about the place to be visited
- How to avoid specific dangers and why they should follow rules
- What safety precautions are in place including for children with disabilities
- What standard of behaviour is expected from pupils
- Who is responsible for the group
- What to do if approached by a stranger
- What to do if separated from the group
- Emergency procedures including rendezvous points

Wherever possible, Pupils are involved in the planning and evaluating the visit. This may include helping to define the curriculum objectives and considering any health and safety issues as a group in order to feel ownership of the subsequent rules.

Pupils with Special Educational and/or Medical Needs

Every effort is made to ensure that all children attend educational visits. Special attention is given at the planning stage to the supervision ratios and additional safety measures needed to support children with additional needs. When appropriate staff will also seek advice and guidance from parents or carers in order to identify ways of adapting the planned programme to ensure a high level of inclusion. If, despite the efforts of the visit leader and/or venue staff, it is decided that a child cannot attend a visit the curriculum objectives will be delivered using an alternative approach.

Communicating with Parents

Parents need to be reassured that the staff on any visit will exercise the same care as that of a prudent parent – ‘in loco parentis’. The following information will, where necessary, be shared with parents prior to a visit and this will include hosting a meeting for parents in advance of all residential trips:

- The visit's objectives
- Details of the activities planned and of how the assessed risks will be managed
- The date and times (departure and return) of the visit;
- The cost or a request for voluntary contributions
- The mode(s) of travel being used during the visit
- The name of the visit leader
- Whether the children should bring any money with them
- What, if any, specific clothing and equipment to be taken should be taken
- Details of accommodation along with security and supervisory arrangements

Every effort is made to ensure that all visits return on time. However, if a party is going to be delayed for longer than one hour the school will make every effort to contact parents to inform them of the situation. If the delay continues the school will keep parents updated.

First Aid

First aid provision is part of the risk assessment procedures for any visit. For adventurous activities and those visits that involve overnight stays the group will be accompanied by at least one First Aid trained member of staff who will have as the minimum provision a suitably stocked First Aid box. When appropriate, but certainly for all residential visits, parents and children will be informed who has this responsibility. In addition the visit leader will have a working knowledge of First Aid.

Early Years Statutory Requirement state that the First Aider attending must be trained in paediatric first-aid.

Emergency Procedures

The risk assessment will identify the relevant emergency procedures for each visit. This will include designating an emergency point of contact at the school (the EVC, Headteacher or a designated deputy). This point of contact will act as the link between the visit leader, the parents, and in the case of a serious emergency, the Local Authority. The visit leader will leave full details of all pupils and accompanying adults with the point of contact, including the home contact details of parents and next-of-kin, as appropriate. The school will supply the visit leader with a mobile phone for emergency use during the visit.

If there has been incident resulting in harm to a pupil or member of staff the visit leader will contact the school as soon as possible to inform the Headteacher or designated deputy so that they can:

- a) Inform the parents or next of kin (for staff) if there has been a very serious (e.g. a disabling or life threatening accident, or a fatality) and the action taken so far. The Headteacher or designated deputy will then inform a senior officer from Children Services (Director or Deputy Director) that the incident has taken place and the Local Authority will need to consider whether to instigate its critical incident plan
- b) Decide whether it is necessary to inform the parents or next of kin (for staff) if the incident is of a less serious nature and what action that has been taken so far. In appropriate circumstances the visit leader will be designated to undertake this task.

The visit leader will also inform the school based point of contact when the visit has returned safely.

Transport during a Visit

The school uses a range of transport options for educational visits. The decision on what mode of transport to use is part of the risk assessment process. However, the school minimises risks by not using public transport when a journey requires two or more interchanges. The school will only hire private transport from appropriately registered and reputable companies and only hires coaches that have seatbelts installed as standard. Pupils using transport during a visit will be made aware of basic safety rules including:

- Arrive on time and wait for the transport away from the road.
- Do not rush towards the transport when it arrives
- Wear seatbelts and stay seated when travelling
- Make sure bags do not block aisles
- Never attempt to get on or off the moving transport
- Never throw things out of a vehicle's windows
- Never get off a vehicle held up by traffic lights or in traffic
- Never run about while a vehicle is moving or pass someone on a steps or stairs
- Never distract or disturb the driver
- Stay clear of doors after boarding or leaving a vehicle
- Always wait for a vehicle to move off before crossing the road

Evaluation

Evaluation after the event is an important aid to planning future visits, especially for additional and high-risk activities. The relevant visit leader and EVC will review each visit and produce a short evaluation report (Annex B), which will be shared with the Headteacher and both the School & Community Development and Learning & Achievement Committees. The report consider a number of factors including:

- ❑ Were the curriculum objectives met by the visit?
- ❑ Where there are any significant incidents or accidents during the visit including 'near misses'
- ❑ The quality of the venue or location
- ❑ The cost effectiveness of the visit
- ❑ Any recommendations for future visits

The EVC will ensure the risk assessments are evaluated and modified as a result of findings or feedback from the visit. The visit leader is responsible for presenting a financial account for the visit to the Business Manager, which will be audited as part of the school's financial procedures.



RISK ASSESSMENT

This form accompanies planning submitted for authorisation of visit. A copy of this form must be given to **all** staff taking part in the Educational visit/trip.

Risk assessment is a legal requirement for all activities involving pupils, which take place off the school site. A preliminary planning visit (PPV) is an essential part of the process.

PPVs must be made by the Trip Organiser (a teacher).

VISIT TO:	VISIT LEADER:
ADULT PHONE NUMBERS: <i>School Office – 0208 854 0897</i>	PARENTS ATTENDING:
PERSON COMPLETEING ROSK ASSESMENT:	LIST 99 RECEIVED FOR PARENTS ATTENDING:
DATE OF VISIT:	CLASSES & NUMBER OF PUPILS:
DATE OF PRELIMINARY PLANNING VISIT:	NAME OF TEACHER WHO MADE PPV:
REOCCURRING VISIT YES/NO <i>If yes who completed the model visit?</i> Name: _____ Date: _____	
NQT ATTENDING: SUPPORTING TEACHER:	

WHAT ARE THE HAZARDS?	
ROUTE:	
Coach 1	Coach 2
<p>RECORD SAFETY MEASURES that will be put into place to reduce risk to an acceptable level:</p> <ul style="list-style-type: none"> • <i>Before trip -</i> • <i>When Travelling -</i> • <i>During Visit -</i> • <i>End of tri -</i> 	
<p>Class teacher (NQT) to report any concerns or issues with the visit to _____ or _____ (SL) after visits.</p>	

LIST CHILDREN with special needs/health issues/requirements and measures put into place to reduce the risks for them & the group:

PLAN B: (What will happen if the visit cannot take place)

EMERGENCY PROCEDURE:

In the event of a serious incident where you are unable to contact school, ensure the children are taken to, or kept in a place of safety and inform the emergency services of your location. Contact the school as soon as you can. Ensure all adults have copies of trip information sheets with the emergency numbers on them and are aware of this procedure.

RECORD ON-GOING RISK ASSESSMENT:

<i>Name Of Adult</i>	Name Of Adult	Name Of Adult
CHILDREN	CHILDREN	CHILDREN

<i>Name Of Adult</i>	Name Of Adult	Name Of Adult
CHILDREN	CHILDREN	CHILDREN

<i>Name Of Adult</i>	Name Of Adult	Name Of Adult
CHILDREN	CHILDREN	CHILDREN

SLT SIGNATURE _____

SLT SIGNATURE _____

Conway Primary School
Educational Visit Evaluation Form

To be shared with:

The Headteacher

The Educational Visits Coordinator

The Governors (School and Community Development and Learning & Achievement Committees).

VISIT TO:	VISIT LEADER:
DATE OF VISIT:	CLASSES & NUMBER OF PUPILS:
CATEGORY OF VISIT:	
Were the curriculum objectives of the visit met? <i>Please add any clarifying comments:</i>	
How would you grade (out of 10) the venue or location: <i>Please add any clarifying comments:</i>	
How would you grade (out of 10) the cost effectiveness of the visit: <i>Please add any clarifying comments:</i>	
Please describe any significant incidents or accidents during the visit including 'near misses' during the visit?	
Do you have any recommendations for future visits?	
Would you recommend the school to visiting the venue or location again? <i>Please add any clarifying comments:</i>	

General Advice for a Visit Leader

The follow advice points, which staff have been accumulated over time, are intended to help visit leaders especially for those with limited experience of leading educational visits. They are not comprehensive and are indented to give some helpful and pragmatic advice to colleagues. This advice supplements and does not (not) replace the school's Educational Visits Policy.

Planning the trip

- ❑ With the demands on major galleries and museums it is becoming increasingly difficult to get bookings at less than several months notice.
- ❑ It is unlikely that more than one class /year group will be able to go out on the same day. Make sure your colleagues are aware of your proposed trip. Please inform the Headteacher/Deputy Headteacher whom you are planning to take with you. You can only take support teaching staff if they would normally be with you during the whole period of the trip e.g. SEN LSAs. Support staff that are also mid-day meals supervisors cannot be taken on whole day trips unless this is agreed by Headteacher/Deputy Headteacher. Please ensure that you negotiate with colleagues about swapping duties.
- ❑ Although the accepted adult/child ratio is 1:15 for KS2 and 1:10 for KS1 this should be regarded as the absolute minimum for any trip involving transport. Our recommendation is that, in any case, at least two adults go on every trip and that the ratio should be closer to half the above whenever possible. (i.e. 1:10 KS2 and 1:5 KS1) This will normally mean a minimum of three adults for a KS2 class, and about five for a KS1 class. Nursery children the adult ratio should be at least 1:2 and preferably better than that.
- ❑ Money collected from the children is to be sent to the school office daily for security reasons, and it will be banked as soon as possible. The school will not be held responsible for money lost.
- ❑ Teachers have the responsibility for keeping a record of money collected so that the office staff do not have to keep track of specific outings.

The day before a visit

- ❑ The visit leader must ensure that there is enough money to cover fares and entrance fee
- ❑ The visit leader must make sure that all the organisational details have been sorted out and that completed Risk Assessments have been verified and filled by the Educational Visits Coordinator (EVC).
- ❑ The visit leader must ensure that group lists are written, itineraries made clear, clipboards and other resources found, staffing problems anticipated notified to everyone concerned, first aid kit or box sick bags and any medicine that is needed clearly labelled (asthma pumps) Don't forget to remind children of anything special they need to bring (old clothes) and of the return time.
- ❑ Purchase any travel cards please need for the trip

Before you leave

- ❑ A member of staff should collect the money from the office, packed lunches from the kitchen, first aid kit/box and any medication.

- ❑ Notify the office staff of any children who do not have any form of permission for this specific trip. The office staff will try and get permission from the parent/carer for the child to go on the trip if this is unsuccessful the child must be given appropriate work and the split class informed.
- ❑ Make sure that all adults going on the trip have the itinerary and have rendezvous points times and relevant telephone numbers.
- ❑ Make sure that all adults have a copy of the full list of children going with the groups marked on it and a copy of the safety guidelines
- ❑ If you are going in different directions when you arrive at your destination make sure that each adult has a clear understanding of the schedules of the other groups.
- ❑ Reinforce to the children the positive expectations of good behaviour and make sure that everyone including parent/carers and volunteers also understands these. Remind everyone of procedures to be followed if problems occur.
- ❑ Make sure that everyone knows what to do in an emergency or if their group is split. This is covered in the Health and Safety check. Organise a toilet trip before you leave to avoid problems later.

Safety precautions before you leave

- ❑ Make sure children know who all the adults are and that adults know who are the children in their group. Make sure that any medication for children is labelled and secured in a safe place. Partner beginner learners of English with home language groups. Make sure that all children have some form of identification on them, and can verbally name the school and address.
- ❑ Share the emergency mobile phone number with staff and any parents accompany parents
- ❑ Have the contact details of the designated point of contact at the school

Safety during the visit

- ❑ Should there be any problems it is the responsibility of the adults in charge to use their best judgement as to what to do, remember they are in loco parentis. It is impossible to lay down hard and fast rules for every event. The following suggestions may help:
- ❑ If a group becomes separated on the way out then proceed independently to the destination and meet up with the rest of the party there. Leave a message at reception/information if there is one, telephone the school if there is a problem or use mobile telephones to communicate with the separated party. The leader of the rest of the party should also leave a message at the reception/information and telephone school if necessary.
- ❑ If the separation happens after the day is started and no further rendezvous are planned until the homeward journey then again telephone the school for advice.
- ❑ The Headteacher/Deputy Headteacher will make helpful suggestions about meeting up, and if appropriate will take responsibility for the next action and for passing the messages to all concerned.
- ❑ Generally if the adults in charge are confident and the children are not frightened then there is no reason why the rest of the day should not be enjoyed. It may be necessary for the school to send out another adult to meet the group. Under other circumstances it may be necessary for the adult concerned to bring back the group to school.
- ❑ If the separation occurs on the way back to school then each group should continue on its way as sensibly as possible. Adults should telephone school if worried or need advice. On return report to office.

Missing Children

- ❑ If an individual child is lost then the visit leader should immediately notify the responsible authority in the place being visited. When this has been done and all reasonable precautions have been taken then telephone the school to let us know.
- ❑ If you are in a place where this is impossible, make a quick initial search, collect the other children together, leave them with an adult, ring the police and then school.
- ❑ Remember your position so that you can take officers there if necessary.

Accidents / Illness

- ❑ Serious accidents should be reported to the responsible authorities where you are visiting. Most museums and art galleries have a first aid post or a qualified first aider. Take their advice and telephone the school if you need further help or guidance.
- ❑ If this is not possible and you have any doubts about the seriousness of what has happened and call for an ambulance. Notify the school so that they can inform parents make sure you find out which hospital the child is being taken to. If at all possible get an adult the child knows to accompany them to the hospital.
- ❑ If a child falls ill but not seriously enough that an ambulance is needed then telephone the school and explain the situation. The advice will probably be to take a cab and send an adult back with the child; if necessary the fare will be paid at the school end.

Behaviour during the visit

- ❑ If the behaviour of an individual or group is causing safety or other concerns you may wish to consider whether to send the child/children concerned back to school with an adult. If this is not possible then contact the school and someone will be sent to collect the child/children. Do not cancel the whole trip for the sake of a few. It is important that the behaviour of the other children is rewarded by the continuation of the visit.

After the trip

- ❑ Inform the appointed point of contact that you have successfully returned to school.
- ❑ Return the visit accounts to the school office.
- ❑ Discuss the visit with the EVC and prepare an evaluation report for the Headteacher and governors