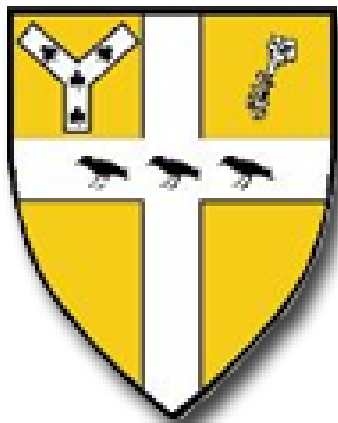




ST. AUGUSTINE OF CANTERBURY CATHOLIC PRIMARY SCHOOL

Educational Visits Policy

Mission Statement

"I called you by your name, you are mine." Isaiah 43

Our mission at St. Augustine of Canterbury Catholic Primary School is to provide a learning environment in which all children and staff reach their potential in an atmosphere of kindness, empathy, honesty, gratitude, courage and love.

All our work is inspired by the teachings of Christ and His Church.

Working in partnership with parents and carers, we aim to enhance and celebrate the moral, physical, social and emotional development of all children entrusted to us.

We are an inclusive community, welcoming and accepting all who enter our school, regardless of ability or background; teaching children to be understanding of the world they are growing up in, together with learning how to live alongside and respect diversity within our society.

Equality statement

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at St Augustine of Canterbury Catholic Primary School.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PESD) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

This policy was adopted June 2025

The policy is to be reviewed June 2028

Written by: Mrs Claire Burns Educational Visits Co-ordinator (EVC)

Written with reference to: Medway Council Guidance for Off-Site Visits and Related Activities with National Guidance & EVOLVE 2022; National Guidance <https://oeapng.info/>; [DfE](#)

[Guidance: Health and safety on educational visits](#)

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. Augustine of Canterbury 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 real life experiences and embedding classroom knowledge, 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 participators 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. E.g. 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.

Outcomes

Clarity regarding the intended outcomes of the visit will help to ensure that the potential benefits can be achieved. Up to four 'intended' outcomes may be recorded on EVOLVE during the planning process, for subsequent evaluation.

Work that takes place outside the classroom can provide a very powerful means of developing learning in all curriculum areas, and raise attainment. Experiential learning can also provide opportunities for development in other areas, including:

- Relationships
- Emotional & spiritual
- Cross curricular
- Individual
- Teamwork
- Environmental

Preparatory work should take place in advance of the visit where appropriate. This, in conjunction with activity that will take place during the visit, should feed into any follow up work.

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. Augustine of Canterbury:

1. 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).
2. Adopts National Guidance www.oeapng.info (as recommended by the LA).
3. 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.

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) is Mrs Claire Burns who 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 submitting them to the Headteacher. The EVC sets up and manages the staff accounts on EVOLVE, and uploads generic school documents, etc.

The Head Teacher has responsibility for authorising visits, and for submitting those that are overseas, residential or adventurous to the LA for approval.

The Governing Body's role is that of a 'critical friend'. They ensure that the policy and National Guidance is followed (see National Guidance <https://oeapng.info> for additional information). 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.

Types of Visit & Approval

There are three 'types' of visit:

1. **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 1).
2. **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. The EVC then submits to the Headteacher for approval.

3. Visits that are overseas, residential, or involve an adventurous activity.

These follow 2. above, but the Headteacher then submits the visit to the LA for approval.

Procedural Requirements

Activities that are not included within our Local Learning Area will be more complex in nature and therefore need additional planning and risk management. These will include the following:

- Day visits that are more complex or further afield
- Overseas visits
- Residential visits
- Adventurous activities

When planning an educational visit outside of the Local Learning Area, the visit leader should:

- Consult the EVC;
- Seek permission from the Headteacher;
- Complete the "in advance of the visit" section of the Educational Visit checklist (see below and appendix 3);
- Communicate details of the visit with parents/carers and children;
- Complete an Event Specific Risk Assessment on EVOLVE and submit to the EVC at least 1 week before the visit;
- Hold a pre-visit meeting with the members of staff involved in the visit;

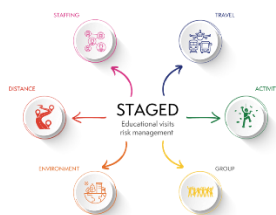
Educational Visits Checklist

St. Augustine of Canterbury's Educational Visits Checklist forms part of the risk management process for visits and off-site activities, and may be downloaded from EVOLVE Resources (or see appendix 3). 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'.

Event Specific Risk Assessment – Evolve

The visit leader should log into Evolve (see EVC for log in details) to add a new visit. Part of this process involves adding ESNs (Event Specific Notes). The purpose of Event Specific Notes is to identify 'significant' issues which are not covered within generic policies or guidance (e.g. the operating procedure for School Learning Area - appendix 1). The process asks staff to consider how these 'significant' issues are to be managed and who should be informed of this, i.e. staff and/or participants, and/or parents.

When completing ESNs, staff are prompted to consider STAGED: Staffing, Transport, Activity, Group, Environment, Distance from base, etc.



The Visit Leader, with other attending members of staff where possible, should complete a collaborative event specific plan using the STAGED approach, uploading this to EVOLVE (see appendix 5 for the STAGED template).

Risk management

It is not possible to eliminate all risks, but they should be reduced to an acceptable or tolerable level. Planning should achieve a rational balance between potential adverse risks and the intended benefits and outcomes of the activity - see Managing Risk in Play Provision

An activity should only take place if, in the professional judgement of the leader, the residual risk following implementation of any control measures is deemed to be acceptable, as far as is reasonably practicable.

It is good practice to involve participants in the planning and organisation of visits, as in doing so they will make more informed decisions, will become more 'risk aware' and hence at less risk. They will also have greater ownership of the event. This is endorsed by HSE in Principles of Sensible Risk Management.

Alternative arrangements (Plan B) should be included within the planning process where appropriate, for example, where weather conditions or water levels might be critical, or where an overcrowded venue might necessitate an alternative option.

Where an adventurous activity is to be delivered by an external provider, the provider will have responsibility for managing the activity. As such, the provider's risk assessments are not the concern of the school leader, do not need to be requested from the provider, and do not need to be uploaded to EVOLVE. See National Guidance document 6a FAQ Asking for a provider's risk assessments

To inform future visits, it is good practice to record any significant issues as part of the visit evaluation.

Safety During the Visit / Ongoing Risk Assessment

Prior to the visit, staff must ensure that all participants understand what is expected of them. This includes any 'rules' that will be in place. These should be re-emphasised as appropriate during the visit.

The on-going monitoring of all aspects of the visit by the leader and accompanying staff is an essential aspect in the risk management of visits, and hence the safety of participants. It also contributes towards enjoyment and learning.

Risks should therefore be monitored throughout the visit, and where appropriate activities must be modified (e.g. Plan B), or curtailed, to suit changed or changing circumstances, for example: an over-busy lunch area, rain, rising water levels, etc. This is primarily the responsibility of the visit leader, in consultation with other staff where appropriate.

Following the visit, the visit leader should record any significant issues as a note on EVOLVE to inform future visits.

Behaviour

As part of the Risk management process, expectations for behaviour should be explained to participants prior to the visit. The school behaviour policy encompasses all school events, activities and educational visits.

Parental Consent

Written consent is not required for activities within the School Learning Area or for the majority of off-site activities organised by a school 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.

The school obtains blanket consent for certain routine activities, e.g. Library visits, local area walks, visits to local shops, swimming, trips to other places of worship etc.

Specific, (i.e. one-off), parental consent must be obtained for all other visits. For these visits, sufficient information must be made available to parents so that consent is given on a 'fully informed' basis. 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. We use Parent Mail forms to seek permission for specific visits.

Inclusion

At St. Augustine of Canterbury Catholic Primary school we believe that activities should be available and accessible to all, irrespective of special educational or medical needs or protected characteristics. When a visit or activity is being planned, all reasonably practicable measures must be taken to include all children. Every reasonable effort should be made to find a venue and activities that are both suitable and accessible and that enable the whole group to participate fully and be actively involved.

At St. Augustine of Canterbury we endorse the principles of inclusion:

- A presumption of entitlement to participate.
- Accessibility through direct or realistic adaptation or modification.
- Integration through participation with peers.

Further guidance can be found under section 3.2e Inclusion and in the updated 4.4i Special Educational Needs & Disabilities in the National Guidance <http://oeapng.info>

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:

- An apprenticeship system, where 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 EVC and/or Headteacher will consider 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.

Staffing and Supervision

On all visits there must be an 'effective level of supervision' that has been approved by the EVC and Headteacher, and where applicable is in accordance with Governing Body policy. The Statutory Framework for the Early Years Foundation Stage no longer differentiates between outings and on-site settings as regards minimum specified ratios. For all other visits the visit leader, EVC and Headteacher must make a professional judgement regarding the number and suitability of staffing on an individual visit basis, after consideration of the following factors:

- The type, level, and duration of activity.
- The nature / requirements of individuals within the group, including those with additional needs.
- The experience and competence of staff and other adults.
- The venue, time of year and prevailing/predicted conditions, if applicable.
- The contingency, or 'Plan B' options.

A visit will not go ahead where either the visit leader, EVC, or Headteacher is not satisfied that an appropriate level of supervision exists.

Direct, Indirect and Remote Supervision

Young people must be supervised throughout all visits, even though they may be unaccompanied at times.

Direct supervision is where a member of staff is with a young person / group.

Indirect supervision is where young people are unaccompanied by a member of staff, but where there is a member of staff in the vicinity, for example as might occur in a museum or shopping centre, or 'down-time' at an activity centre.

Remote supervision is where young people are unaccompanied by a member of staff, and the supervising member of staff is not necessarily in the immediate vicinity, for example as might occur during D of E expeditions, or a 6th Form unaccompanied visit to university open day (not relevant for Primary School).

First Aid

For all visits there should be a responsible adult with a good working knowledge of first aid appropriate to the environment (e.g. urban, remote, water, etc.)

General 'life experience', or a 3 hour non-assessed 'Basic Skills' course is suitable for routine urban visits. However, the nature of the visit may indicate that a higher-level qualification is appropriate, especially in circumstances where it is likely that access by the emergency services may be delayed.

Based on the nature of the particular visit, the EVC (or visit leader) should make a professional judgement regarding the level of first aid required.

A first aid kit appropriate to the visit should be carried.

For EYFS outings, there must always be at least one member of staff present who holds a current Paediatric First Aid certificate.

Emergency procedures

A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the visit leadership team.

The school has an emergency plan in place to deal with a critical incident during a visit (see Appendix 2). All staff on visits are familiar with this plan and it is reviewed regularly and following any major staffing changes.

When an incident overwhelms the establishment's emergency response capability, or where it involves serious injury or fatality, or where it is likely to attract media attention then assistance will be sought from the local authority/diocese.

Charging / funding for visits

The principles of best value will be applied when planning activities that incur costs to the school and/or charges to parents. When charges are made for any activity, whether during or outside of the school day, they will be based on the actual costs incurred, divided by the total number of pupils participating. There will be no levy on those who can pay to support those who can't. Support for cases of hardship will come through voluntary contributions and fundraising. (Please refer to the Charging and Remissions policy.)

Transport

At St Augustine of Canterbury Catholic Primary School we ensure that coaches and buses are hired from a reputable company, which are approved by the Local Authority.

Event Specific Notes (ESN) should address supervision and managing groups when travelling, including the use of public transport when applicable.

Depending on the length of the journey, contingency planning should include actions to be undertaken in the event of any unscheduled stops e.g. at services/toilet breaks. Registers should be taken at key transitions during the trip, including whilst on transport.

Use of staff cars to transport pupils

Where a private (staff or volunteer) car is to be used to transport young people, then this must be approved by the Headteacher, and a Private Car Form must be completed and retained by the school, and updated accordingly. See also the Medway Council Guidance for Off-Site Visits and Related Activities; and the National Guidance (July 2018) 4.5c Transport in private cars, which states:

Establishments that organise transport in private cars have a legal duty of care, and may be liable in the event of a claim following an incident. They should ensure that:

- If the driver is not an employee, they are engaged as a volunteer (or paid contractor) through the establishment's normal procedures.
- The driver properly understands their duty of care and any agreed responsibilities for supervision.
- Parents are informed about the transport arrangements.
- Evidence is obtained that:
 - ✓ The vehicle is safe. This means that it holds a valid MOT certificate, where relevant, that the driver certifies it has been serviced in line with the manufacturer's schedule, and that the driver carries out any pre-use checks specified by the manufacturer.

- ✓ The driver is suitable. This means that they hold a valid licence for the type of vehicle and meet any employer requirements.
- ✓ There is a valid insurance policy covering the driver and the vehicle for the intended use. This may require that the driver has 'business use' cover.

Tax and MOT status can be checked at www.vehicleenquiry.service.gov.uk.

Driver licence details can be checked at www.gov.uk/check-driving-information if the driver provides a check code (from www.gov.uk/view-driving-licence).

Parents Providing Transport

Sometimes parents are asked to help with transport to a venue. When this happens, establishments should be clear which of the following applies:

- Parents are being asked to volunteer as drivers, as part of the establishment's transport arrangements for the visit. If this is the case then the drivers should be engaged as volunteers and the considerations above should be applied.
- Parents are being asked to organise transport, which may involve some parents providing lifts for children other than their own. If this is the case then the establishment should make clear that it will not be involved in making these arrangements and will not have any responsibility for them.

Insurance

Medway is the group policy holder of our insurance, which is provided by AIG Europe Limited. This also covers off-site activities for *"pupils, teaching and support staff, adult volunteers, helpers, assistants and other authorised children."*

Other topics

Swimming Lessons

All swimming activities and venues must be included within the visit plan ESN, and lifeguarding arrangements checked in advance. Changing room behaviour and staff supervision will be addressed on the ESN and will outline the nature of the space e.g. group changing, changing "villages" etc. During these times, indirect supervision will take place, with visit leaders ensuring that all children understand the behaviour expectations that apply at all times.

Dismissal of children after activities

If an Educational visit or activity is known to end after the school day finishes, then arrangements will be explained in the consent letter. For visits and activities that may have no fixed finish time e.g. Medway Mini Youth Tournaments; or if there is a delay due to traffic, an approximate return time may be given, and parent/carers will be contacted via Parentmail to inform.

Dismissal of children after activities will follow the school end of day procedures, with consent obtained for alternative adult collection and for children walking home by themselves.

Appendix 1 – 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
- do not normally need additional risk assessments / notes (other than following the Operating Procedure below).
- should be recorded on EVOLVE if regular, e.g. library visits
- do not need to be recorded on EVOLVE if these are ad-hoc activities e.g. traffic survey

Boundaries

The School Learning Area includes, but is not limited to, the following frequently used venues:

- *St. Augustine's Church*
- *Parkwood Green and local shops*
- *Peveral Green and local shop*
- *Wigmore Library*
- *Hempstead Valley Shopping Centre*
- *Foxburrow Wood*
- *Other local schools – Deanwood, Parkwood*

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.
- Weather conditions.
- Activity specific issues when doing environmental fieldwork (nettles, brambles, rubbish, etc).

These are managed by a combination of the following:

- The Headteacher, Deputy/EVC or other member of SLT must give verbal approval before a group departs.
- 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.
- Staff are familiar with the area, including any 'no go areas', and have practiced appropriate group management techniques.
- Pupils have been trained and have practiced standard techniques for road crossings in a group.
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group.
- 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 complete the 'Signing-out sheet' and give it in to the office upon leaving the school, providing an estimated time of return.
- A (school) mobile is taken with each group and the office have a note of the number.
- High Visibility tabards are worn by children and staff.

Appendix 2 – Emergency Procedure

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 management team, or will be able to contact an experienced senior manager 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), and/or
 - c) School contact details for SLT on school site.
7. This Emergency Procedure is tested through both desk top exercises and periodic scenario calls from visit leaders.



Appendix 3 –

ST. AUGUSTINE OF CANTERBURY CATHOLIC PRIMARY SCHOOL 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? (see Section 4) ☐ yes
2. Is the visit appropriate to the age, ability and aptitude of the group? ☐ yes
3. Has there been suitable progression/preparation for participants prior to the visit? ☐ yes
4. Does the visit comply with any guidelines specific to your Establishment? ☐ yes
5. Does the visit comply with any specific LA guidelines? (see relevant sections) ☐ yes
6. If a member of staff is going to lead an adventurous activity, have they been 'approved' by the LA? (see Section 28) ☐ yes ☐ n/a
7. If using an external provider or tour operator, does the provider hold an LOTC Quality Badge (see www.lotcqualitybadge.org.uk) or have they satisfactorily completed and returned a 'Provider Form'? (see Section 29) ☐ yes ☐ n/a
8. Are transport arrangements suitable and satisfactory? (see Section 14) ☐ yes ☐ n/a
9. If residential, have appropriate measure been taken to ensure the suitability of accommodation? (see Section 17) ☐ yes ☐ n/a
10. If the visit is overseas, have appropriate additional measures been taken to ensure the suitability of activity and safety of participants? (see Section 18) ☐ yes ☐ n/a
11. Has a pre-visit taken place? (normal procedure for most visits within the UK).
If not, have appropriate additional checks been made? ☐ 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). ☐ yes
13. Have any adult helpers (non LA employees) been approved by the Head of Establishment as to their suitability? ☐ yes ☐ n/a
14. Is the level of staffing sufficient for there to be an appropriate level of supervision at all times? ☐ yes
15. Does the Visit Leader possess the necessary competence to lead the visit, and is he/she comfortable with their role? ☐ yes
16. Are all support staff aware of and comfortable with their roles? ☐ yes
17. Are all helpers aware of and comfortable with their roles? ☐ yes
18. If appropriate, have Event Specific Notes (ESN) been made and will these be shared with all relevant parties? (see Section 7 and ESN Form) ☐ yes
19. Is insurance cover adequate? (see Section 13) ☐ yes
20. Does at least one member of staff know the participants that are being taken away, including any behavioural traits? ☐ yes

- Have participants been advised in advance about expectations for their behaviour?
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? ☐ yes
23. Are parents fully aware of the nature (including contingency plans), and purpose of the visit, and has consent been obtained? (see Section 9) ☐ yes
24. Have all relevant details been issued? (e.g. itinerary, kit lists, etc?) ☐ yes ☐ n/a
25. Are staff aware of any medical needs and/or other relevant details of participants? ☐ yes
26. Has parental consent been gained for staff to administer specific drugs/injections, and if necessary have named staff received appropriate training? ☐ yes ☐ n/a
27. Are staff aware of any relevant medical conditions of other staff/helpers within the group? ☐ yes ☐ n/a
28. Does at least one responsible adult have a 'good working knowledge' of First Aid appropriate to the environment? (see Section 12) ☐ yes
29. Is a first aid kit (appropriate to the visit) available? (see Section 12) ☐ 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? ☐ 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? ☐ 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)? ☐ yes
33. Are staff aware of the appropriate action to be taken in the event of accident, incident or emergency? (see Section 27) ☐ 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? (see Section 19) ☐ yes ☐ n/a
35. If undertaking water-margin activities, has a copy of 'Group Safety at Water-Margins' been made available to all supervising staff in advance of the visit? (see Section 16) ☐ yes ☐ n/a
36. A mobile phone is recommended for all visits. Are you aware of the reception in the area you are visiting? ☐ 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? ☐ yes ☐ n/a
38. Does any specialist equipment conform to the standards recommended by responsible agencies? ☐ yes ☐ n/a
39. Have all financial matters been dealt with appropriately? ☐ yes
40. Has the visit been approved by the Head of Establishment and EVC, and in line with Governing Body policy (where appropriate)? (see Section 3) ☐ yes
41. If residential, overseas or involving adventurous activities, has the visit been approved by the LA? (see Section 3) ☐ yes ☐ n/a

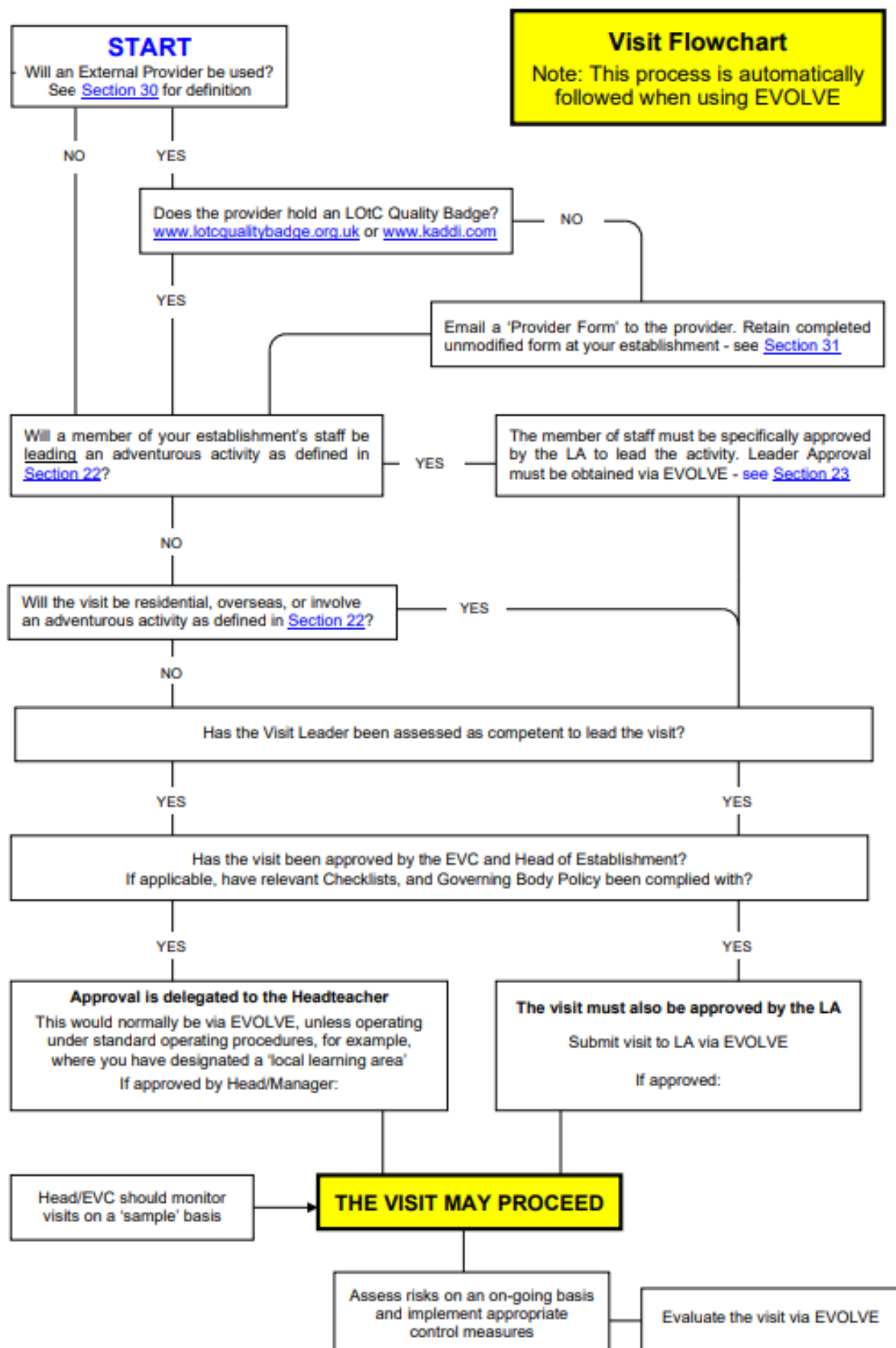
During the visit

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? ☐ 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)? ☐ yes
44. Do staff have sufficient funds to allow for any contingencies? ☐ yes ☐ n/a
45. Do staff have any relevant literature, work sheets, clipboards, etc? ☐ yes ☐ n/a
46. Do staff have other items, e.g. first aid kit, + sick bags, litter sack, etc., if needed? ☐ yes
47. Are participant numbers being checked at appropriate times? ☐ 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? ☐ yes ☐ 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.) ☐ yes ☐ 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? ☐ yes ☐ 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? ☐ yes ☐ n/a
52. Do participants know what action they should take if they become separated from the group? ☐ yes
53. Is on-going risk assessment being conducted, and if necessary the programme adapted to suit changed or changing circumstances (Plan B)? ☐ yes

At the end of the visit

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

Appendix 4 -



Appendix 5 -



Trip:
Staff:

Date:

	Who is at risk?	What is the issue?	How do we manage it?
Staffing			
Travel			
Activity			
Group			
Environmental Conditions			
Distance			