



Educational Visits Policy

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What is an Educational Visit?

An educational visit is defined as any educational activity, organised and supervised by school staff, which takes place outside the boundaries of the school grounds. It can vary from an individual lesson, to a day trip, to a residential holiday.

Rationale

Well planned and executed educational visits are an entitlement of every pupil and provide them with valuable experiences which are not available in the classroom and which enhance their learning, confidence and independence at school. Providing a variety of challenging, 'real-life' opportunities for our children enables them to achieve a fuller understanding of the world around them whilst learning new skills through direct experience.

It may be that a visit provides an effective stimulus at the start of a unit of work; alternatively, teachers may decide to use an educational visit at any time during a topic to enhance and support the curriculum.

Wherever or whatever the venue, teachers should ensure that the educational benefits to the children are maximised.

Guidelines

The planning and organisation of an educational visit is crucial to its success. With rigorous organisation and control, a visit should provide a rich, learning experience for the pupils as well as the highest regard for the safety and welfare of pupils and staff taking part.

Links to other policies

This policy should be read in conjunction with the following policies and guidelines:

Safeguarding and Child Protection, Forest Schools, Behaviour, Physical Intervention, Residential visits, PE, Swimming, Charging and remissions, EVOLVE web - based planning tool, Tameside Arranging Educational Visits, DFE Health and Safety Advice for schools 2018

Roles and responsibilities

The role of the Head of School is to:

- Be satisfied that there is a valid reason for the visit
- Reject or authorise the visit via Evolve system
- Ensure that there are sufficient staff for the visit and also enough staff left in school if the visit takes place.
- Be satisfied that the visit complies with the guidelines in this policy
- Monitor the work of the Educational Visits Coordinator (EVC)
- Maintain an overview of the timing of visits and how they integrate with other school events

The role of the EVC is to:

- Monitor and update policy, guidelines and practice
- Ensure the school has up to date information regarding educational visits
- Support visit leaders in planning and risk assessments after initial approval has been given by the Head of School
- Ensure educational visits meet Tameside/Evolve/New Bridge and the school's requirements and are recorded appropriately
- Forward all planning to the Head of School for final approval
- Support the Head of School and Governors with approvals and other decisions
- Ensure all key staff have received training for using Evolve system and are aware of the guidelines.
- Ensure staff follow the protocol for organising a visit
- Ensure an emergency plan is in place.
- Ensure Visit leaders are competent and have the necessary experience to undertake the visit
- Ensure all volunteers and students have been vetted/DBS checks
- Ensure that visits have appropriate staff supervision and cover for health and safety, first aid, medication and behaviour management
- Discuss any concerns with SLT

The role of the Visit Leader is to:

- Have full responsibility for the planning and safe conduct of the activity/visit.
- Have or obtain prior knowledge of the venue and plan the itinerary. Obtain risk assessments for the venue and activities.
- Submit detailed plans and risk assessments to the EVC via Evolve identifying purpose and objectives of the visit, names of staff and pupils, transport arrangements, arrangements for medical needs and First Aid provision, behaviour concerns and supervision, risk assessments for the venue, travel and any activities
- Ensure approval has been given for the visit
- Have full responsibility for pupil's safety and well-being- the leader's duty is to exercise the higher level of care than that of a parent. Other staff will also have a duty of care but the Visit Leader retains overall responsibility
- Assign roles to support staff and ensure there is always a qualified First Aider available. A first aid bag must always be taken as well as all necessary medication.
- Ensure up to date contact details are available for all staff and pupils on the visit
- Arrange briefings with parents where appropriate for high risk and residential visits
- Inform parents of the visit, its nature, purpose and related activities and obtain permission where necessary. All adventurous visits and visits outside of Tameside require permission
- Ensure parents are informed of cost of visit and payment method
- Allocate pupils to staff , but ensure regular head counts take place.
- Ensure all supporting staff are clear about their roles, risk assessments, emergency plans and all aspects of the visit
- Continually monitor the safety and suitability of the visit whilst it is taking place
- Evaluate the visit on Evolve on return.

The role of other staff

- All supporting staff, regardless of their status within school, are expected to support the expectations and instructions of the Visit Leader.
- All staff have a duty of care to ensure the safety and wellbeing of pupils.

The role of Parents and Carers is to:

- Read all information regarding the visit before giving consent
- Ensure staff have up to date contact details and medical information about their child
- Make payments by deadlines requested
- Arrange where appropriate to collect their child promptly on their return from the visit
- Ensure their child is suitably prepared for a visit as requested by school- e.g. clothing and footwear.

Staff competence

We support staff to develop their competence in the following ways:

- Support from EVC to plan and complete documentation
- New staff assist and work alongside experienced visit leaders before taking on a leader role
- Senior staff supervise on some visits
- Training courses available where necessary – Staff who drive the minibus receive MIDAS training

Staffing and supervision

On all visits there must be an effective level of supervision approved by the EVC and Head of School. This is determined by

- The type, level and duration of the visit
- The needs of the pupils
- The experience and competence of the staff
- The venue, time of year and conditions if applicable
- The contingency plan options

SCHOOL STATEMENT

It is the planning, insight, attention to detail, and teamwork by the grown-ups who escort and supervise children, which reduces the risks of injury to reasonable, acceptable levels. These things are in the present and the future and adults have to put them there, for EACH and EVERY outing

There can be no better advice, or requirements other than that adults should:

- Know the children;
- Be familiar with the environment;
- Plan the visit and share the thinking;
- Work accordingly
- Declare their own feelings and insecurities.

If you haven't read the Guidelines, you are not ready to lead a visit. Similarly, if you do not agree with the principles of direct supervision, which are inherent within and throughout these Guidelines, you must accept taking children out of school is off your agenda. If you feel uncomfortable with the Guidelines, you must accept that you may not yet be ready to Lead a visit. To declare this is indicative of strength, not weakness, **But...**

You should, though, distinguish between a discomfort with the Guidelines and the natural stress, which arises through the increased responsibility for other people's children. Long-serving staff might appear relaxed when leaving school with children. It is our belief, however, that this body language has developed in order to shield from the children our natural anxieties, the need for our extreme vigilance, and the million-to-one item check-sheet currently going through our minds.

Guidelines for Educational Visits

SECTION 1: Planning

Any activity in which an adult and one or more pupils leave the school grounds is regarded as an Educational visit and thus subject to these Guidelines, and a risk assessment needs to be completed for each visit.

Leaders are expected to share any doubts or insecurities which they experience prior to the visit with the EVC Debbie Fitton.

If in doubt – DON'T ATTEMPT!

It is strongly recommended that a preliminary visit is made by the visit leader unless they have recent experience of the venue or site. This allows the leader to gain first-hand knowledge of the venue, facilities and activities so they are aware of potential hazards and difficulties prior to encountering them with pupils. This knowledge then informs the risk assessment and planning processes. Always obtain a copy of the venue's own risk assessments. If the venue is used regularly by school there may be a generic form you can use.

Risk assessments

This is a legal requirement involving

- Assessment of risk -examination of any potential causes of harm in relation to the visit
- Management of risk – the precautions that should be put in place to minimise these.

The aim is to ensure no one gets hurt or becomes ill during the visit. The law does not expect you to eliminate all risks but to protect as far as reasonably possible.

(See risk assessment sheets for further information)

Risk assessment sheets must be attached to the EVOLVE document

Planning a visit - School Protocol

- Obtain the Head of School approval verbally to ensure the visit is feasible.
- Fill out the minibus booking form
- Submit plans for the trip via EVOLVE online system- this requires details of all planning, risk assessments and preparation that needs to be considered before the trip can go ahead.
- Book packed lunches
- Notify key staff if you will miss lessons/appointments- other agencies
- Put the visit on the memo
- Inform parents and obtain permission if needed
- Ensure the bus is checked

The following checklist will help:

- What is the purpose of the trip or visit? (Aims & Objectives) Is it linked to the curriculum?
- Where are you going and for how long? What will the pupils be doing? Is it demanding and engaging? Consider risks for all proposed activities. Where are the toilets?
- Have you made a preliminary visit? Have you been before? Do you know anyone else who has been? Inform the venue regarding the needs of the children
- Do you have the DfE, Tameside, school and other guidance on school trips? Do you need any further advice?
- Travel arrangements. Minibus/public transport/staff cars? Where will you park? Allow extra time for traffic/weather. Consider risks if walking, crossing roads etc.
- Do you know all the pupils you will be taking out of school? Who suffers from travel sickness? Consider individual risk assessments/behaviour/medical issues.
- **Any pupil whose behaviour is considered to be a danger to themselves or the group may-on health and safety grounds-be stopped from going on the visit**
- Ensure there is a designated deputy if the group leader is also the bus driver
- Consider food/drink and suitable clothing. Order packed lunches if needed
- Have a Plan B in case of bad weather and contingency plan for late return.
- **Staffing ratios for visits** – these are variable and are dependent on the activity, ability group and location. However, a general guide for visits to local sites, walks and museums would be 1 adult for every 3 pupils. This is only an example and the visit organiser should assess the risks and consider an appropriate safe supervision level for their particular group. Teachers retain responsibility for the group at all times.
- **Use of Parents/Volunteers:** Parents and volunteers may be used to supplement the staff/pupil ratio. It is preferable, where possible, to use parents/volunteers that are well known to school. **Any volunteer who has not had a DBS check should not be left in sole charge of pupils.**
- Inform other staff to ensure duties are covered

- Inform parents via letter of full details regarding the visit and obtain written parental consent if outside Tameside area
- Have a copy of the emergency procedure plans
- Prepare the pupils- make them aware of the aim and purpose of the visit, the activities planned, rules and behaviour expected, clothing and footwear
- Brief the adults-ensure all are clear on their roles and responsibilities. One adult should be in charge of first-aid/welfare. Ensure staff wear suitable clothing and footwear.

Role of Parents/Carers

- School will inform parents/carers of every trip their child is attending but not all will require permission
- All parents/carers are required to sign a general consent form when their child first starts at school, authorising us to take their child out of school for short outings which may be regarded as morning/afternoon visits within the local area, where children have their lunch at school, do not travel long distances, and where no modification to taxi arrangements are required.
- Parents/Carers must sign a consent form for all full day trips outside Tameside and for adventurous trips or where children return after school hours. More detailed permission forms are required for Residential.
- Parents need to be aware that the teachers on the visit will be acting in their place – ‘in loco parentis’ – and will be exercising the same care that a prudent parent would.
- All payments for trips must be paid via ParentPay.

Before leaving

Ensure you have ...

- Medical bag-first aid. Changing bag. Emergency contacts. Wipes. Nappies
- Suitable clothing and footwear-wellies. Waterproofs. Hats/scarf/gloves
- Spare clothes e.g. socks, gloves, underwear, trousers
- Sunhats/sun cream
- Carrier bags/paper towels/toilet roll/towel/hand sanitiser
- Food and drink-milk/water bottles, snack, lunch. Staff food and drink.
- Small rucksacks or lunch bags. Tarpaulin to sit on.
- Camera/mobile phone/money
- Address/number for nearest hospital
- Petrol card for bus
- Map/information linked to trip
- Items for activities-rope, cargo net, string, tape, pegs, binoculars, sketch pads, clipboards, whistle, worksheets, pencils etc.
- A copy of the Emergency Procedure Plans.

Before leaving: The Minibus

- Check petrol- take petrol card with you

- Complete the Minibus Checklist – this is stored in a folder in the bus
- Check that all doors are unlocked – rear door must be unlocked for use in emergencies
- Always report any problems directly to the Site manager



Setting out: The Minibus and other transport

- Have a seating plan- consider behaviour and if children can be trusted to sit near doors and windows. Are combinations compatible?
- All the children must be in the back with an adult. On occasions this may not be possible for larger classes of older children and staff must assess risks if they choose not to have an adult in the back of the bus.
- All seatbelts secured and checked by staff
- Be ready with suitable distractions and aware of unrest;
- If in doubt – **PULL IN**
- Children travelling in staff cars must be fastened in appropriately – use of car seats or seatbelts as needed. Permission must be obtained from parents for children to travel in staff car. There must be 2 members of staff in the car, one must be a First Aider .The car will follow the minibus in convoy and staff will ensure they are in contact with the minibus by mobile.
- If using public transport ensure safety at all times – whilst waiting, getting on and off as well as on the transport. Children must be seated at all times and the whole group must travel together. Do not stand up whilst the vehicle is moving. If there is not enough room for the group, wait for the next bus/tram etc.
- Where minibuses are hired, visit leaders should ensure that only reputable contractors are used, that relevant documentation is in place and that the buses have seatbelts for all passengers.

SECTION 2. The Visit

On Arrival

Always talk to the group before getting out – inform them of potential dangers, car park, busy road, etc. and that they must stand at the side of the minibus once they are out, and be ready to listen.

Indoor visits

There are many indoor venues for educational visits e.g museums, sports venues, music halls, other schools, religious buildings, shops, garden centres, etc.

Each one is different and it is essential that the leader has previous knowledge of the venue to ensure all risks are minimised and the children gain the most from the experience. Children need to be reminded of the rules within the venue and closely supervised in small groups whilst moving around.

Adventure Activities

Our Outdoors and Adventurous curriculum may sometimes involve activities that are considered 'hazardous'. This may include country walks, Horse and Donkey riding, canoeing, indoor climbing, BMX cycling and cycling on an outdoor track.

We ensure that any centres we use have an up to date license as required by The Adventure Licensing Regulations and details are recorded on the EVOLVE system.

Visits to/near water

Is it safe?

- Contact coastguard if necessary. Tides, rip tides and sandbanks are potential hazards; timings and exit routes should be checked
- Ensure group members are aware of warning signs and flags.
- Establish a base on the beach to which members of the group may return if separated.
- Look out for hazards such as glass, barbed wire and sewage outflows etc.
- Some of a group's time on a beach may be recreational. Group leaders should consider which areas of the terrain and sea are out of bounds.
- Cliff tops can be highly dangerous. Avoid. If essential to the visit – keep to paths and keep well away from the edge. THINK carefully of the group's composition ie agility, steadiness, behaviour, awareness of danger
- Water attracts stone throwing. No unsupervised throwing – if in doubt **BAN**;
- Water attracts wellies, even trainers. Is it safe, and are you prepared for children getting wet? Someone will go too deep for wellies, and someone will slip. Are you ready, can you cope?
- Water can be tremendous fun - dam building, stone skipping, etc. The weather, the distance from base, drying facilities, and the group's ability to conform are all factors to be taken into consideration;

- **Adult must walk next to very deep water, child on inside.**

Swimming

- All paddling must be subject to rigorous limits and constant supervision;
- Do not permit any sea bathing

Open Country

- In open country the rules of group walking will be different, depending on the children in the group and the environment, the safety of which can change several times within one walk. You need to constantly re-assess.
- The leader must decide upon the most appropriate formation and be prepared to change it as the terrain alters, or the group's response requires or permits.

Some possibilities are:

- Children must hold hands with a grown-up;
- Children must walk next to a grown-up;
- Children walk with a grown-up in the lead and a grown-up at the back;
- The children can explore a specific area, keeping within clearly defined boundaries;
- The children can walk at their own speed, always within the sight of a grown-up, stopping at given points to re-group;
- The children must walk within earshot and sight of an adult;
- The children accept an increased responsibility for "checking" for themselves.

Stiles

Ask younger children to stop at stiles – supervise climbing over – children must wait and group sets off together;

- Older children may go over the stiles, then stop until whole group is again together.

Steep terrain

- Insist that all children walk, especially going downhill;
- Make specific provision for dyspraxic, epileptic, motor or visually impaired or nervous children and for those whose behaviour is at times erratic and unpredictable;
- Your aim should be to develop the children's awareness of the environment and its requirements, and an awareness of the needs, strengths and limitations of others.

Sticks and stones

These can be very dangerous;

- A collection bag is suggested;
- Older children may be able to choose a 'walking stick' and use it properly;

Dogs

- Be aware of loose dogs – a group of children can startle even the calmest of dogs;
- Discourage children from stroking dogs, but a few quiet words with the owner will usually give you time to see for yourself if the dog will enjoy the fuss;
- Most farms have dogs. Teach the children to respect them – it is their territory;

Farms and Farm animals

- If children cannot walk quietly past grazing animals – keep away;
 - Many paths pass through farms, so point out the need for quiet
 - Be aware of the dangers from children touching animals then putting fingers in mouths. Supervise closely. Use handwash regularly. Ensure children are aware of the dangers.
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- Warn of the dangers of bites from animals. Supervise feeding of animals. Be aware of any allergies children may have.

Insist on the observance of the Country Code

This concerns other people's property and nature conservancy. This is an ongoing process which include:

- Fences, gates, trees, walls, plants, animals, clothes, parked cars, etc.

Barbed Wire

- Always be aware if it is dangerous and teach the children to be aware of it

Bogs and difficult terrain

- These will slow the pace of the whole group and the group may need adult help to keep together

Stragglers

- Remember that stragglers need rests. Don't let the group set off as soon as the last ones catch up – it can be soul destroying
- Give slower ones a turn at being the 'leader', it will slow the pace and boost morale

Sight of Minibus/Known person

- This often stimulates the desire to run, frequently into a situation where it is dangerous such as a car park or a road. **Think ahead** and warn the children that a place that is accessible to our minibus, or a staff car, is also accessible to other vehicles.

Bridges/railways

- Children should keep their feet flat on the ground and not climb or stand on tip toe

Streets/Roads

- Children should wear High Vis jackets when walking on roads.
- Most outings will involve some road work, even if it is only a car park. An awareness of traffic as a danger is essential. Children may need to be taught:
 - To walk on pavement;
 - To stop at the kerb;
 - Not to cross until given the command by an adult;

Road Safety & Group Safety
are different, but
both skills are essential

- To walk straight across the road; and
- To listen carefully as they do so.
- Always be aware of the exact whereabouts of epileptic, visually/motor impaired or unpredictable children;
- Any increased responsibility should be given only with selected groups, in safe environments;
 - Initially all or some of the group may need to hold an adult's hand;
 - Then, they progress to walking next to an adult, stopping on command and crossing on command; Groups of other children should be able to walk within earshot of an adult, stop at the kerb on every occasion and wait an instruction;
- Pelican crossings are very useful but
 - Teach children not to press the button until the entire group are ready to cross.
- Roads without pavements pose further problems
 - Can children walk in single file with an adult at each end?
 - Are epileptic, motor and visually impaired and unpredictable children wisely placed in relation to the adults?
 - If in doubt, change your plan: don't risk it!
 - Always walk facing oncoming traffic
 - Use a flashlight if walking in the dark.

Parks

Parks are great fun, but have the potential to bring any outing to a sudden and unhappy end so ... Look and assess;

Does the park have reasonable boundaries – hedges, walls or fences, or do you have to set boundaries?

Is there a piece of apparatus that you don't want the children to use

- Because it is too dangerous?
- Because it is out of sight?

Are the children suitably dressed?

- Do they have loose or trailing clothing that could get caught or entwined?
- Are they wearing suitable footwear?

Set your own rules for each piece of equipment that the children are allowed to use

- Approaching
- Getting on
- Getting off

Are staff wisely positioned to assist?

- Dyspraxic, visually or motor impaired or epileptic children

- Unpredictable children

Look for signs of children becoming over-adventurous, bored or restless and wind down

- With a '2 minutes left' warning; **or**
- If you've engineered a natural and happy end, you might wish to consider everybody being allowed 5 minutes play on a 'banned' piece of apparatus;

After a visit

Review the venue, activities, transport etc to ensure any issues are dealt with and to improve future visits.

Summary – Full Cycle

There is no magic, only a formula for good management

- Know each member of the group;
- Be familiar with the environment;
- Plan and share;
- Work accordingly, and
- Declare your own feelings and insecurities

At all times – the Leader must exercise leadership

SECTION 3 : Specific requirements and advice

Safeguarding and Child Protection

- If persons, including student teachers, parents and project workers are used on off site visits, it is essential that appropriate checks are carried out in accordance with Child Protection legislation.
- A valid DBS must be obtained for any person who accompanies a residential trip, has a regular long term contractor is likely to work 1-1 with a child
- The EVC should have evidence from any contractors that appropriate checks have been made for any of their staff who are likely to have access to children as part of their normal duties

Charges

Not all visits can have charges applied and others must be charged for, dependent on the type of visit being organised. Charges for any visit must be in line with New Bridge Group's charging policy and the price agreed with the business team, who will ensure equality measures are also implemented.

Insurance

- New Bridge Group has insurance cover for pupils on off-site activities and Residentials. The policy has limits on payments and in some categories excesses apply. A copy of the current policy may be obtained from the office.
- If an incident occurs which may give rise to a claim, liability should not be admitted at the time, but the matter should be referred to the finance office as soon as possible. Losses or theft that might result in an insurance claim should be advised to the local police in accordance with the requirements of the policy.
- All staff and pupils are covered by Tameside MBC public liability insurance policy for the event of one of its employees being considered negligent, or partially responsible for damage or injury, to themselves or others
- Activities such as horse riding, some outdoor pursuits, and residential visits, carry additional risks. In these cases, the additional hazards must be declared to parents and adequate cover obtained.

Planning for emergencies

All staff will be made aware of and understand the DfE and New Bridge guidance on emergency planning and procedures. Training and briefing sessions for staff will be provided as necessary.

Minibus: The driver

- All drivers must comply with all conditions laid down by the School's insurance company. These are that the driver must:
 - Be over 25 years of age;
 - Have held a full driving licence for at least three years.
 - Declare any history of motoring convictions, other than parking offences. Drivers should note that this requirement goes further than the declaration of any current endorsements on the driving licence.
 - Declare any other matter which might have a bearing upon his/her ability to drive.
- New drivers, who so wish, will be given opportunities to drive the minibus, without child passengers, in order to assess their confidence, or to gain experience. Staff must not drive the minibus if taking medication/receiving treatment that may cause drowsiness.
- No driver will be allowed to drive the minibus until she/he has had basic MIDAS training
- Additionally, all drivers must have reasonable confidence in their ability to drive under conditions which are very different from a family car. The minibus, itself, is relatively easy to drive. It is the presence of so many passengers that creates the major difference. For this reason, no colleague should feel pressured to drive, against his/her personal judgement.
- It is the responsibility of each driver to ascertain that the Minibus is fit to drive. If one or more of these requires attention, attend to it. If you are unable to perform these minor services, and cannot find someone to assist you, **Do not** take it onto the road.
- For reasons of safety, the side and rear doors should be unlocked whilst travelling. In the event of a serious accident, this would enable passers by to open the doors from the outside. This stipulation has implications for the seating capacity and the seating arrangements (see below).

- Where conditions permit, it is reasonable for the minibus to be driven at a cruising speed of 60 M.P.H. but even on motorways it is advisable that this speed must **not** be exceeded.
- Some visits may use transport hired from a commercial operation. Leaders should refer to 'Minibus Safety: A code of practice' published by RoSPA 2008. Careful seat planning should ensure children do not sit near emergency exits and side restraints and seatbelts are used at all times.

Minibus: Passengers and Discipline

- The maximum seating capacity in the white minibus is 14, including the driver. In practice, however, the seating arrangements for each outing must be determined in relation to the pupils travelling. This may mean that number below 14 is the reasonable complement for that particular outing.
- With young children, for example, it is necessary for at least one adult to travel in the back, and it is **not** permissible for a child to travel in the front.
- It may be necessary to require certain pupils to sit away from doors or windows, for difficult combinations of children to sit apart, or to sit in close proximity to an adult. The seating plan needs to be attached to your risk assessment.
- Being in the minibus is hard work for safety conscious adults. The role of the adult passenger is to maintain morale and discipline in order that the driver is never distracted by the children's behaviour. Two regulars are:
 - Children attempting to put their arms out of the window; and
 - Children attempting to swap places whilst the minibus is in motion;
- Have confidence in your own authority and judgements, always bearing in mind that you have undertaken the responsibility of other people's children
 - You are not seeking to spoil the children's fun; you are seeking to ensure the children's safety;
 - A child exercises a clear choice – to travel on your terms, or to stay behind!

Use of Staff Cars

Before attempting to use your own car you need to clarify, with your insurance company, three possible situations. Each concerns the possibility that additional business cover may be required. The three possibilities are:

- If you travel alone in your car, but clearly on School business;
- If you have adult colleagues as passengers;
- If you have children and/or colleagues, as passengers.

Staff may use their own cars to transport children if they have

- a valid licence
- the vehicle is licensed and has a valid MOT
- appropriate insurance cover
- informed parents and obtained permission and use suitable child restraints.

Staff who drive their vehicles for business should provide copies of the current insurance, an MOT certificate and driving licence details every 6 months.

FINAL NOTICE ON SAFETY:

- Do not leave children alone with an adult who is a helper/volunteer; or let them supervise a group on their own!.

Residential Visits

All the above guidelines relating to educational visits apply to residential visits. In addition the following applies:

- A pre-visit is essential to the accommodation and activity venues so that thorough risk assessments and planning can take place.
- Girls and boys will sleep in separate areas with staff due to medical, behaviour and other needs of the children and will wash/shower/change separately supervised by 2 staff.
- Staffing must be high and a good knowledge of the children is vital. It is advisable to have both male and female staff if possible. Consider children's individual risk assessments. If a child's behaviour is unmanageable, two school staff may be asked to drive to the venue and take the child back to school. Parents will be informed.
- At least two staff will be first aid trained. All staff have regular child protection training and are competent to deal with any child protection issues that may arise .
- A detailed itinerary and travel times is essential and should include any "free time".
- Transport to and from the venue and during the visit needs to be planned carefully. Luggage may need to be transported separately.
- Consider the costs and appropriate charge for the visit. Refer to Charging Policy.
- Is food included? If not menus need to be planned with input from the children.
- Permission needs to be obtained from the headteacher, governing body and the Trust via EVOLVE.
- Parents should be invited to a meeting to meet the staff, gain all necessary information and to allow them to ask questions. A clothing list and itinerary should be provided as well as all necessary permission forms.
- Detailed permission forms must be signed by parents/carers. They should provide information about medical issues, food likes and dislikes, sleeping issues, contact details and any other general information.
- Information about all staff and pupils attending the residential as well as contact details for the venue will be left with the headteacher. Parents may contact school if they wish to contact the group and school will provide information as necessary. The group will be in regular contact with school.
- Pupils need to be fully prepared for the residential and involved in all areas of the planning.

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