

Educational Visits Policy and Procedure



WISEWOOD
NURSERY & PRIMARY SCHOOL

Approved by:	Claire Austin	Date: 25.3.2026
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1. Aims and scope

Educational visits are activities arranged by, or on behalf of, our school, which require pupils to leave the school premises, having been authorised to do so by the headteacher or other designated member of staff.

Educational visits are a valuable way to supplement and enhance the curriculum, expand pupils' education and provide enriching social and cultural experiences, teach life skills and promote independent learning, provide a foundation for lifelong learning, and form an integral part of our approach to furthering our pupils' education and personal growth.

This policy sets out our approach to planning and operating educational visits, to ensure the health and safety of our pupils and staff, and to make sure that our visits are available to all pupils. It sets out the roles and responsibilities of staff, pupils and volunteers when it comes to visits.

This policy applies to activities taking place within and outside of normal school hours, including weekends and holiday periods. This includes (but is not limited to):

- › Visits to places of interest in the local area
- › Day visits to places such as museums and other cultural and educational institutions
- › Sporting activities
- › Adventurous and recreational activities
- › Residential trips organised by the school
- › Trips abroad organised by the school

2. Legislation and guidance

This policy is based on the Department for Education's guidance on [health and safety on educational visits](#), and the following legislation and statutory guidance:

- › [Equality Act 2010](#)
- › [SEND Code of Practice](#)
- › [Keeping Children Safe in Education 2025](#)
- › Sections of this policy are also based on the [statutory framework for the Early Years Foundation Stage](#).
- › This policy also complies with our funding agreement and articles of association.

3. Roles and responsibilities

3.1 Headteacher

The headteacher is responsible for:

- › Approving staff requests for educational visits, including having final authority to approve any educational visit of less than 24 hours
- › Making sure staff, including the educational visits co-ordinator, have received any necessary training
- › Working with the governing board to approve residential trips of more than 24 hours

1.2 The educational visits co-ordinator (EVC)

- › Isobel Lowe is the appointed EVC at our school. Their role is to: Oversee and guide other staff to arrange and organise educational visits
- › Assess the ability of other staff to lead visits and designate a suitable trip lead for each visit
- › Assess outside activity providers
- › Advise the headteacher and governing board when they're approving trips
- › Access any necessary training, advice and guidance
- › Liaise with staff to evaluate all visits once complete, from planning to the visit itself, and use this to improve future arrangements

3.2 Trip lead

Every educational visit will have 1 member of staff designated as the trip lead. The trip lead will:

- › Plan the proposed visit, taking into account the health and safety risks to pupils, staff and volunteers
- › Assign staff and volunteer roles, as needed
- › Make sure the school has accurate and up-to-date information about the trip destination, to be used in risk assessments
- › Make sure the needs of everyone taking part are considered, including co-ordinating any additional support needed
- › Make sure parents and carers are given accurate information about educational visits, including any costs or necessary equipment not supplied by the school or a third party
- › Communicate key details about the visit and all locations to staff, pupils and parents/carers, including roles, responsibilities and expected behaviour
- › Make sure staff are capable and able to fulfil their roles at all times while responsible for pupils and others

3.3 Staff

Staff have a responsibility to make sure all pupils and staff who take part in visits are kept safe and understand the proper way to prepare for trips, as well as how to act while taking part. Staff will:

- › Seek and obtain approval for all educational visits from the headteacher
- › Carry out any required risk assessments and work with the trip lead
- › Communicate with parents and carers and make sure trips are inclusive of all pupils' needs
- › Look out for the health and safety of themselves and those around them
- › Help manage pupil behaviour and discipline as required while on the visit
- › Share any concerns or worries with the trip lead and others, as appropriate

3.4 Parents and carers

By agreeing that pupils can take part in educational visits, parents/carers agree that they will:

- › Provide all information required, such as emergency contact details and health/medicine information if applicable
- › Sign and return consent forms and any other documentation required in a timely manner
- › Share any concerns or information about the pupil that may affect or impact their ability to safely take part in the trip

3.5 Volunteers

Volunteers attending school trips, including parent/carers volunteers, agree to:

- › Follow the directions of staff and act accordingly
- › Behave appropriately and model good behaviour for pupils
- › Report any concerns to the trip lead or other staff present as soon as possible
- › Make sure pupils under their supervision are acting safely and appropriately, and raise any issues with staff as soon as possible

3.6 Pupils

Our school behaviour policy also applies to all educational visits. This includes the expectation that pupils will:

- › Follow instructions given to them while on the trip
- › Dress and behave as expected for the length of the trip
- › Take responsibility for their own safety and the safety of others, reporting any concerns to a staff member or trip supervisor

Pupils will always be reminded of our behaviour expectations before going off-site for a visit, and will be expected to uphold the school's behaviour policy at all times.

4. Planning and preparation

The decision on whether or not a visit will take place will be made by Claire Austin (head of school) and based on factors including:

- › Cost (including any potential cost to parents/carers)
- › Timing in the school year and any potential clashes
- › Educational purpose and value
- › Disruption to the normal running of the school
- › Health and safety considerations
- › Staff-to-pupil ratio

- › Inclusion and accessibility
- › Any other factors deemed appropriate and relevant

As part of the planning stage, information will be gathered by staff proposing the visit, including:

- › Location and travel distance
- › Travel plans or options
- › Full cost breakdown, including multiple options where available
- › Resources, including staffing, volunteers, and physical supplies
- › Accommodation options, where needed
- › Insurance needed, where relevant
- › Risk assessment plans and first aid provision
- › What safety measures can be put in place in order to reduce any risks
- › Add any additional minimum standards, depending on the age of the children

See **appendix 1** for our trip information form for the planning and approval of a visit.

In cases where a trip involves activities for more than 24 hours, an overnight stay and/or travel overseas, the headteacher will seek the approval of the governing board.

Once the risk assessment has been approved by the headteacher, and the governing board where relevant, staff will communicate with parents/carers and provide trip information.

Written parental consent will be required for trips that take place outside of normal school hours, and for any trips requiring a higher-than-normal level of risk assessment.

We will evaluate each visit after its conclusion, from the planning through to the visit itself, to continually improve the planning and experience of our future visits.

4.1. Inclusion

All pupils, regardless of background or abilities, should be able to take part in every aspect of our school life, including visits.

Special educational needs (SEND)

If a pupil with a disability or an education, health and care (EHC) plan, or any other specific needs (e.g. medical conditions including allergies) is participating in the visit, they will have the same support that is available to them during the school day.

We will adjust the trip programme where necessary, working with parents/carers to provide additional support, making reasonable adjustments to itineraries, providing additional support staff, and other adjustments as appropriate.

Additional risk assessments may be carried out to ensure the safety of all staff and pupils.

Challenging behaviour

In some cases, it may be reasonable and necessary to prevent a pupil with challenging behaviour from coming on a trip in order to protect their safety and the safety of the other pupils attending.

We will consider all reasonable options to help the pupil go on the trip safely, such as adapting the trip itinerary and increasing staffing numbers so the pupil can be supervised on a 1:1 basis.

5. Risk assessment

We will carry out a full risk assessment at least 2 weeks before the start of all trips.

This will be completed by a staff member with suitable skills, status and competence, and using the school's risk assessment template – the current year's approved risk assessment template located in the documents section of Evolve - [EVOLVE - Sheffield City Council](#) and in **appendix 2**, and approved by [the headteacher and / or EVC as appropriate. Existing risk assessments: [EVOLVE - Sheffield City Council](#), and those provided by the destination itself might also be used to support this process.

The risk assessment will include any specific medical issues and allergies (for staff and pupils), the role of additional support on the visit, specified activities to be carried out, as well as risks associated with transport to and from the destination.

Where practical, staff may make a preliminary visit to the trip destination as part of the planning and risk assessment process, but this is not mandatory.

Trip leads will raise any concerns or questions about potential risks and safety measures with the headteacher and, where appropriate, third-party vendors.

Every risk assessment will be approved by the headteacher. One copy taken on the visit and another copy will be left with the EVC.

5.1 Staff ratios and first aid

Risk assessments for each visit will ascertain the safe level of supervision required. On all educational visits, we will make sure:

- › At least 1 supervising adult able to administer first aid is present on all trips
- › For EYFS settings - At least 1 qualified paediatric first aider (with a current certificate) is present on all trips
- › Appropriate first aid equipment will be taken on all trips, in accordance with the school's first aid and health and safety policies. These can be found at the main school office.
- › All supervising adults will be made aware of any medical issues or allergies at the start of the trip
- › Adults without a DBS check will not be left alone with pupils at any time
- › The trip lead will take regular headcounts and/or rollcalls

5.2 Transport

Transportation for trips will be organised by the school, in line with our safety procedures. We will make sure pupils, staff and volunteers are transported safely and efficiently, with the required first aid provision.

Unless previously agreed with parents, transport for visits will leave from, and return to, the school site.

5.3 Use of external organisations

As part of the risk assessment process, we will check that any external organisations providing an activity have appropriate safety standards and liability insurance.

This includes checking that organisations hold the Learning Outside the Classroom (LOtC) Quality Badge. Where an organisation does not, we will check additional details as outlined in the DfE's guidance on [health and safety on educational visits](#) to make sure it's an appropriate organisation to use.

We will have a written agreement in place with each external organisation outlining what everyone is responsible for during the activity.

6. Volunteers

Where appropriate, parents and carers may be asked to volunteer to attend and supervise pupils alongside staff members on trips. Where more parents/carers volunteer than required on the visit, those invited to attend will be selected as fairly and transparently as possible, while taking into consideration:

- › The needs of the pupils going on the trip
- › The setting and circumstances of the trip
- › Volunteers' skills, attitude and past behaviour, including previous volunteer experience

Parents/carers selected to volunteer will be informed at least 2 weeks ahead of the visit. They will be asked to confirm they agree to fulfil the expected behaviours for this role. See **appendix 3** for our volunteer code of conduct for educational visits.

Volunteers will receive a full induction from staff members on the day of the visit, prior to departure, including on their responsibilities and expected behaviour, the process for raising concerns, emergency procedures and contact details, and the expected timetable of the trip.

Where practical and as required by the nature of visits (i.e. when volunteers may be left with pupils without staff members present), volunteers may be asked or required to undergo safeguarding checks, including DBS checks.

At no point will volunteers on whom no safeguarding checks have been carried out be left alone with pupils or given sole responsibility for the care of any pupil.

7. Communication and consent

We will contact the parents and carers of pupils invited to take part in an educational visit at least 1 month before the proposed date of the trip. Communication will be via letter, and information provided will include the date, travel times, destination, purpose of the visit, and the size of the group attending.

We will also communicate:

- › Times and details of travel, including drop-off and pick-up times and location
- › Pupil-to-staff ratios and staff qualifications, where relevant
- › Clothing and equipment required, and whether this is provided by the school
- › Expected behaviour and consequences of pupils' failure to meet these standards

Where required, parents/carers will be asked to provide written consent for educational visits by signing and dating a form to be returned to the school.

Because most visits during the school day will be part of the curriculum, we will not always need written consent. However, we will always inform parents/carers as above about any off-site visits, and give an opportunity for them to withdraw their child.

For EYFS trips, We will always get written consent before taking nursery-age children off-site.

Parents/carers will also be asked to provide current and relevant medical information and dietary requirements, as well as emergency contact numbers where they can be reached.

In the case of overseas trips, they will be asked to provide passport information and European Health Insurance Card or UK Global Health Insurance Card information, if available.

8. Emergency procedures and incident reporting

Generally, emergency planning will be defined as planning for:

- › Serious and unexpected risk
- › Serious and life-threatening injury
- › Individuals going missing

- › A serious breach of safeguarding expectations

The trip leader will be familiar with these plans for each visit.

In the case of an emergency, the trip leader or other supervising adult will contact the school office. The school office will then contact parents/carers as required, and inform them of changes to plans or cancellations of trips and/or alternative travel plans. This will form part of a wider communication plan that covers how routine communications should be handled in such situations.

1 member of staff will always accompany a pupil seeking medical treatment.

In the case of a pupil being unaccounted for, the trip leader will search the area while another member of staff remains in charge of other pupils. In the unlikely event that a pupil cannot be found within 30 minutes, the trip leader will contact the school office who will notify the parents/carers. The trip leader will then contact the police and provide them with the relevant information so they can take over the search, staying with them to comfort the pupil when found. The remaining staff and adults will return to the school with the rest of the pupils.

All incidents and accidents will be reported in line with our health and safety policy, including required reporting to Ofsted and the Health and Safety Executive (HSE).

Smaller incidents, accidents or near misses that do not require external reporting will still be covered by an internal report, to include steps that can be taken in the future to avoid similar incidents.

There will also be a clear process for evaluating all visits and trips once they have been concluded, from the planning through to the visit itself. This will help with evaluating whether planning worked and to learn from any incidents that took place.

9. Charging and insurance

We will follow our school's charging and remissions policy at all times.

https://tsat.sharepoint.com/sites/TSAT/Policies/_layouts/15/viewer.aspx?sourcedoc={fc59e8e1-d565-400c-9a9a-fdabe92f8f4e}

Parents/carers won't be asked to pay for any educational visit that takes place during school hours. They also won't be asked to pay for any educational visit that takes place outside of school hours if it is part of the National Curriculum, a syllabus for a prescribed public examination, or religious education.

Where necessary, we may ask for a voluntary contribution to the costs of educational visits, but this will be entirely optional (except for residential visits) and will not affect pupils' ability to take part fully in the trip.

We will make sure adequate insurance is in place for all trips, including, but not limited to: cancellation insurance for contracts with external providers, travel insurance, accident and medical cover, and loss of luggage and other personal items.

10. Residential visits

The headteacher, together with the Local Authority, will approve all residential trips longer than 24 hours.

The planning and preparation laid out in this policy will apply to residential visits as well as 1-day visits. In addition, the trip lead will make sure:

- › Staff have received any necessary training
- › All necessary permissions and medical forms are obtained at least 1 month before the start of the trip
- › All adults, including volunteers, have had adequate safeguarding checks. Where appropriate – e.g. if the volunteer will be in direct unsupervised contact with pupils – this will include relevant DBS checks

Parents and carers will be given information about the visit and asked for permission at least 2 months before the first day of the visit. Information shared with parents/carers will include:

- › The dates and time of departure and return to school

- › The full address and contact details of the destination
- › Planned activities and options
- › Meal provision
- › Costs and optional charges, including deposits and the date by which these must be received, in line with our charging and remissions policy (this will include information about exemptions)
- › Clothing and equipment provided, and what pupils must bring themselves
- › Public health requirements, including any required vaccinations
- › Accommodation options and arrangements
- › The names of staff attending

For visits abroad, we will make sure that any organisation providing activities holds the LOTC Quality Badge or similar local accreditation. We will follow the [Foreign, Commonwealth and Development Office's overseas travel guidance](#) and the government's [foreign travel advice](#) when organising these visits.

11. Review

This policy will be reviewed every 12 months by the EVC and the head of school. At every review, the policy will be shared with the full governing board.

12. Links with other policies

This policy links with the following policies and procedures:

- › Health and safety policy
- › Charging and remissions policy
- › Behaviour policy
- › Child protection policy
- › First aid policy
- › Supporting pupils with medical conditions policy
- › Special educational needs (SEN) policy
- › Equality information and objectives
- › Accessibility plan
- › Early Years Foundation Stage (EYFS) policy

Appendix 1: proposed visit planning information

To be completed by the staff member proposing the educational visit, and submitted to [the headteacher / designated member of staff, such as your EVC].

Name of staff member proposing the visit:

Date of request:

Response required by (date):

Proposed trip information

	TRIP INFORMATION	ADDITIONAL COMMENTS
Destination		
Trip date		
Travel distance		
Length of stay		
Purpose of visit / educational benefits		
Number and age of pupils		
Transportation options		
Cost breakdown, including multiple options where available		
Resources required, including: <ul style="list-style-type: none"> > Staffing > Volunteers > Physical supplies > Transportation 		
Accommodation options, where needed		
Insurance needed, where applicable		
Risk assessment plans and first aid provision		
[Insert additional information as required]		

Appendix 2: risk assessment template

School/ Establishment _____ Activity/ visit location _____

DATE(S): _____ Date Risk Assessment completed: _____

Describe the Benefits/Aims:	
As part of a risk/benefit analysis, the benefits and aims of the activity should be recorded.	
GENERIC RISK ASSESSMENT. Which generic risk assessment(s) have you referred to and ADAPTED in respect of this visit/activity?	
1 (All Visits) & 2 (Travel) Add more here:	

Describe the Hazard(s) (ALL VISITS) <i>Consider: location, activities, weather, other significant hazards and risks particular to your group or visit etc.</i>	Control Measures that reduce the risk to an acceptably low level. <i>Amend list of suggestions below, and add additional actions made necessary by your group. <u>Simply copying and initialling, without amendment, shows insufficient thought.</u></i>	Amended by (Initial and date)
Exposure to weather	<ul style="list-style-type: none"> Consider possible weather conditions and plan appropriate programme, clothing and equipment (warm and waterproof clothing and, in summer, sun protection and water) Plan for young people who may/do not bring suitable kit–check before departure and/or bring spares Daily weather forecast obtained and plans adjusted accordingly Further/additional actions:	

<p>Describe the Hazard(s) (ALL VISITS) Consider: location, activities, weather, other significant hazards and risks particular to your group or visit etc.</p>	<p>Control Measures that reduce the risk to an acceptably low level. Amend list of suggestions below, and add additional actions <i>made necessary by your group</i>. <u>Simply copying and initialling, without amendment, shows insufficient thought.</u></p>	<p>Amended by (Initial and date)</p>
<p>Pupil lost or separated from group, inadequate supervision</p>	<ul style="list-style-type: none"> • Ensure supervising staff competent and understand their roles • Ratios in line with LA policy • Plan and use suitable group control measures (e.g. buddy systems, large groups split in small groups each with named leaders, coloured caps etc) • Discuss itinerary and arrangements with young people • Briefing to all on what to do if separated from group • Head counts by Leaders, particularly at arrival/departure points, and when separating and reforming groups <p>Further/additional actions:</p>	
<p>Illness or injury</p>	<ul style="list-style-type: none"> • Preferably at Least 1 Leader First Aid trained • Leaders know how to call emergency services • Young people and parents are reminded to bring individual medication and this is kept securely • first aid and travel sickness equipment carried • Mobile phones carried if available • Emergency contact details for Headteacher / School's 2 x Emergency 24/7 Contacts and parents pre-arranged <p>Further/additional actions:</p>	
<p>Animals, insects, poisonous plants etc</p>	<ul style="list-style-type: none"> • Avoid known high risk situations • Take necessary avoidance action if encountered <p>Ensure those with known allergies carry medication</p>	
<p>Special needs of specific young people – medical, behavioural</p>	<ul style="list-style-type: none"> • Obtain information from parents • Take advice from SENCO if appropriate • Make necessary arrangements for individual young people including individual risk assessment and additional staffing, as necessary <p>Further/additional actions:</p>	

<p>Describe the Hazard(s) (ALL VISITS) Consider: location, activities, weather, other significant hazards and risks particular to your group or visit etc.</p>	<p>Control Measures that reduce the risk to an acceptably low level. Amend list of suggestions below, and add additional actions <i>made necessary by your group</i>. <u>Simply copying and initialling, without amendment, shows insufficient thought.</u></p>	<p>Amended by (Initial and date)</p>
<p>Indirect/ remote supervision (includes field work, souvenir shopping, theme parks, historic sites etc)</p>	<p>IF REMOTE SUPERVISION IS PROPOSED:</p> <ul style="list-style-type: none"> • Check location is suitable for this mode of supervision • Ensure young people sufficiently briefed and competent (any individual young people for whom indirect supervision not suitable must be directly supervised) • Clear guidelines and emergency procedures set and understood • Young people remain in pairs or groups (e.g. buddy system - each responsible for named other) • Rendezvous points and times set • Young people know how to contact staff • Staff understand they are still responsible • Parents specifically informed of this type of supervision and consent gained <p>Further/additional actions:</p>	
<p>Safeguarding children – public, volunteer helpers</p>	<ul style="list-style-type: none"> • Brief pupils on appropriate interaction with members of public • Ensure volunteer helpers are never in charge of a group without direct supervision unless DBS checked • Volunteer adults involved in residential visits must be DBS checked <p>Further/additional actions:</p>	
<p>Leaders' own children</p>	<ul style="list-style-type: none"> • If staff or volunteers' families join group, pupil supervision must not be compromised • Staff children are similar age to group and supervised with young people <u>or</u> separate supervision must be arranged <p>Further/additional actions:</p>	

<p>Describe the Hazard(s) (ALL VISITS)</p> <p>Consider: location, activities, weather, other significant hazards and risks particular to your group or visit etc.</p>	<p>Control Measures that reduce the risk to an acceptably low level.</p> <p>Amend list of suggestions below, and add additional actions <i>made necessary by your group. <u>Simply copying and initialling, without amendment, shows insufficient thought.</u></i></p>	<p>Amended by (Initial and date)</p>
<p>Return from visits particularly after ESTABLISHMENT hours</p>	<ul style="list-style-type: none"> Return is pre-planned and parents are informed where to collect young people from (or it is pre-agreed with parents that older young people will walk home) Suitable arrangements are made for any young people whose parents fail to collect them <p>Further/additional actions:</p>	
<p>Emergencies</p>	<ul style="list-style-type: none"> The ESTABLISHMENT has an emergency plan for dealing with an incident on a educational visit Contact details of parents, pupils, accompanying staff and both school 24/7 Emergency Contacts are held by Visit Leader AND both school 24/7 contacts Leader, Headteacher and the 24/7 contacts have instructions as to what to do in an emergency <p>Further/additional actions:</p>	

<p>Describe the Hazard(s) (TRAVEL)</p> <p>Consider: location, activities, weather, other significant hazards and risks particular to your group or visit etc.</p>	<p>Control Measures that reduce the risk to an acceptably low level.</p> <p>Amend list of suggestions below, and add additional actions <i>made necessary by your group. <u>Simply copying and initialling, without amendment, shows insufficient thought.</u></i></p>	<p>Amended by (Initial and date)</p>
<p>On foot Injury, possible fatality</p>	<ul style="list-style-type: none"> Planning vital and aims to avoid fast roads wherever possible Briefing of young people re hazards and behaviour required is essential before journey, at start and at appropriate points during the journey Supervision on pavements, roads and especially crossing of any fast roads is pre-planned If abroad, young people briefed re right-hand traffic and any in-country traffic rules <p>Further/additional actions:</p>	

Describe the Hazard(s) (TRAVEL) <i>Consider: location, activities, weather, other significant hazards and risks particular to your group or visit etc.</i>	Control Measures that reduce the risk to an acceptably low level. <i>Amend list of suggestions below, and add additional actions made necessary by your group. <u>Simply copying and initialling, without amendment, shows insufficient thought.</u></i>	Amended by (Initial and date)
On foot Injury, possible fatality	<ul style="list-style-type: none"> • Planning vital and aims to avoid fast roads wherever possible • Briefing of young people re hazards and behaviour required is essential before journey, at start and at appropriate points during the journey • Supervision on pavements, roads and especially crossing of any fast roads is pre-planned • If abroad, young people briefed re right-hand traffic and any in-country traffic rules Further/additional actions:	
Coach Injury, possible fatality, separated from group	<ul style="list-style-type: none"> • Coach used meets LA recommendations. See “Coach Operator Checklist in EVOLVE Resources/Sheffield Guidance Materials • Coaches have seat belts which staff ensure are used by all <u>including staff</u> • When <i>buses</i> without seatbelts used, only used for local journeys and never used on high speed roads • Supervision within LA ratios • Suitable embarkation points used (e.g. coach park, onto wide pavement) • Close supervision and head counts during any breaks in journey and getting on and off coach Further/additional actions:	
Establishment Minibus Injury, possible fatality, separated from group	<ul style="list-style-type: none"> • Minibus driver has PCV or MIDAS to drive (PCV licence if abroad) • Bus has small bus permit in windscreen • Driver ensures seatbelts are used • Luggage in vehicle securely fastened and clear of aisles • If abroad, minibus and drivers’ hours follow EC requirements • Driver must read and follow LA policy for educational visits re minibuses 	

<p>Describe the Hazard(s) (TRAVEL) Consider: location, activities, weather, other significant hazards and risks particular to your group or visit etc.</p>	<p>Control Measures that reduce the risk to an acceptably low level. Amend list of suggestions below, and add additional actions <i>made necessary by your group</i>. <u>Simply copying and initialling, without amendment, shows insufficient thought.</u></p>	<p>Amended by (Initial and date)</p>
	<ul style="list-style-type: none"> • Care always taken to park in suitable place for disembarkation • Close supervision and head counts during any breaks in journey and getting in and out of bus <p>Further/additional actions:</p>	
<p>Public transport (bus, tram, train, underground etc) Injury, possible fatality, person left behind/ separated from group</p>	<ul style="list-style-type: none"> • Identify higher risk points including getting on and off transport and have a specific plan for these including briefed staff and young people, plus head counts • Larger parties split into manageable groups. (Unless remote supervision has been agreed), each party with adequate staffing to ensure young people all get on or off transport safely. For crowded transport situations, such as the London Underground, this can require very high ratios. • All staff and young people know destination and route and what to do if separated from main group • (Unless remote supervision agreed), staff are with young people in each carriage, deck of bus etc <p>Further/additional actions:</p>	
<p>Use of private vehicles Injury, possible fatality</p>	<ul style="list-style-type: none"> • Driver confirms car is insured to carry young people and is roadworthy • Seatbelts worn at all times • Permission obtained from parents • In vehicles with less than 9 seats children under 12 and less than 1.35m (4'5") tall must now have booster seats • Volunteer drivers carrying pupils should be CRB checked • If students are being picked up by parents, staff should not leave until all students have been collected/accounted for <p>Further/additional actions:</p>	

Describe the Hazard(s) (TRAVEL) <i>Consider: location, activities, weather, other significant hazards and risks particular to your group or visit etc.</i>	Control Measures that reduce the risk to an acceptably low level. <i>Amend list of suggestions below, and add additional actions made necessary by your group. <u>Simply copying and initialling, without amendment, shows insufficient thought.</u></i>	Amended by (Initial and date)
Service station and other breaks in journey Injury, possible fatality, left behind/ separated from group	Brief young people: <ul style="list-style-type: none"> • Re purpose and timings of stop • How and where to contact staff • Remain in pairs or threes (buddy system - each responsible for named other) • Remind re moving traffic (driving on right abroad) • Careful head count before departure Further/additional actions:	
Ferry crossing Injury possible fatality, drowning, separated from group	<ul style="list-style-type: none"> • Close supervision on vehicle deck • “Rules” established and young people briefed especially re open deck area (not permitted in dark or if sea rough) • Remain in pairs or threes (buddy system - each responsible for named other) • Establish a specific seating area/meeting point and have a member of staff there throughout crossing • Explain the ferries emergency procedures (term muster station etc) to the group • Plan arrangements for docking reminding group of numbered stairway to coach deck • Careful head count before disembarkation, Planned procedure for missing young people - e.g. member of staff to leave as foot passenger Further/additional actions:	
Passenger ferries, pleasure craft etc Drowning, injury	<ul style="list-style-type: none"> • Leader must check vessel licensed. • Leader should risk assess journey with reference to size/age of young people • Consider areas where smaller children could fall (overboard/ down stairways etc) and arrange close supervision • Consider if /when personal buoyancy should be worn 	

<p>Describe the Hazard(s) (TRAVEL) Consider: location, activities, weather, other significant hazards and risks particular to your group or visit etc.</p>	<p>Control Measures that reduce the risk to an acceptably low level. Amend list of suggestions below, and add additional actions <i>made necessary by your group</i>. <u>Simply copying and initialling, without amendment, shows insufficient thought.</u></p>	<p>Amended by (Initial and date)</p>
	<ul style="list-style-type: none"> • With groups of small children, Leader must pre-check craft has sufficient personal buoyancy of appropriate size <p>Further/additional actions:</p>	
<p>Air Travel Separation, left behind</p>	<ul style="list-style-type: none"> • All Passports and Tickets held by Visit Leader • Students in groups (Max of 10) determined prior to arrival at Airport and reiterated upon arrival • Students issued with & carry ID & contact numbers at all times • Staff member responsible for students arriving at check-in • After check-in students in 2's or 3's at all times • Contact arrangements clarified and meeting point and time made clear • Students not to approach departure gate separately • Board as whole group • If shuttle bus – maintain whole group if possible, if not – revert to pre-arranged groups with designated staff member • Students counted on, assigned seats & briefed re behaviour • Students counted off plane and similar procedures followed at destination airport <p>Further/additional actions:</p> <ul style="list-style-type: none"> • 	

ALTERNATIVE ACTIVITIES, PLAN B – What are your arrangements if your planned activities or visit cannot proceed as anticipated due to a change in circumstances such as severe weather, illness or other significant environmental or other factor(s):

HAZARD(s)	CONTROL MEASURES	Assessed by (initial and date)

ON-GOING RISK ASSESSMENT. Remember to assess the risks on the day and during the activity, many factors can change. Have an alternative activity (plan B) available and risk assessed in case it is needed (see above). Do not hesitate to alter or abandon the activity if the risks on the day become unacceptable.

EMERGENCY PLANNING. What are your arrangements for dealing with an accident or serious incident?

SHARING RISK ASSESSMENT INFORMATION. How will you share risk assessment information with staff/pupils involved?:

Appendix 3: volunteer behaviour and code of conduct

This code of conduct sets out the expected behaviour for volunteers attending school trips. Volunteers should read and sign this form, showing that they understand and agree to follow this code while acting on behalf of the school. If you feel you cannot agree with this code, please speak to Claire Austin at the earliest opportunity and withdraw from the trip.

A copy of this form will be kept in the school office, and you may ask for a photocopy to keep for yourself.

Volunteers agree to:

- › Remain professional and respectful with staff and pupils at all times
- › Listen to and act on instructions from staff
- › Dress appropriately for the trip
- › Arrive at the agreed time and remain until the trip is concluded and they are told they may leave by staff
- › Pay attention to potential dangers and raise concerns with staff
- › Act responsibly and demonstrate good behaviour to pupils
- › Report any concerns about the safety or wellbeing of a pupil to staff as soon as possible

Volunteers agree **not** to:

- › Exchange contact details with pupils unless asked to by a member of staff
- › Engage in physical contact with pupils unless appropriate or required
- › Share inappropriate personal information (i.e. personal beliefs, religious views, relationship status)
- › Use demeaning, offensive, abusive or insensitive language
- › Smoke, drink alcohol, or use drugs (other than those required for medical reasons) or be under the influence of alcohol or drugs (other than those required for medical reasons) for the duration of the visit
- › Allow themselves to be left alone with a pupil unless previously agreed with staff
- › Take photographs or record pupils without the permission of pupils and staff

As a volunteer, I have read and agree to this code of conduct, and will follow the rules set out above.

Signed:

Date: