



Educational Visits Policy

Approved by:	Trustees	Date: 25.01.24
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Safeguarding Statement

The Trust respects and values all children and is committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm.

This is the responsibility of every adult employed by, or invited to deliver services within The Cherry Tree Trust. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

1. Overview

Educational visits provide a variety of opportunities to enable our pupils to achieve a fuller understanding of the world around them through direct experience and offer a valuable enhancement to the curriculum. We regard them as an essential element of good teaching practice. We recognise that thorough planning and risk assessments of educational visits are crucial to ensure their success and safeguard children, teachers and volunteers. Each visit is designed to provide a rich, learning experience for pupils in a safe, managed environment. The following guidelines support the planning and implementation of educational visits within The Cherry Tree Trust.

The decision on whether or not a visit will take place will be made by the Executive Head or a member of the Senior Leadership Team, 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

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 detailed, where needed
- Risk assessment plans and first aid provision
- What safety measures can be put in place in order to reduce any risks

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 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.

2. Head Teacher/ Senior Leadership Responsibilities

The Executive Head Teacher and the Senior Leadership Team will endeavour to ensure that:

- A suitable Visit Leader is appointed;
- The proposed visit planning information sheet has been completed and approved
- All required actions have been completed before the visit begins;
- Risk assessment templates are completed and authorised prior to the visit taking place;
- Any identified training requirements, pertinent to the nature of the educational visit, have been met;

A named Visit Leader will be assigned with overall responsibility for the organisation and monitoring of the visit together with liaising with school staff (this may be delegated to a suitably qualified member of staff);

- The Visit Leader has experience in managing, supervising and controlling the age groups going on the visit and has the skills to organise the group effectively;
- The Visit Leader and/or other supporting adults have the relevant skills, qualifications and experience if acting as an instructor;
- The Visit Leader and other supporting adults are aware of school's policies and protocols for off-site emergency situations (e.g. pupil missing/absconded);
- All supervisors on the visit are appropriate people to supervise pupils and have appropriate vetting clearance. All supervisors supporting volunteers and accompanying pupils on residential visits will have DBS (formerly CRB) vetting check clearance.
- The Trust Board has approved the visit if necessary (an essential requirement for residential visits);
- Signed parental consent forms are completed for all pupils;
- Agreed arrangements have been made for all known medical and special educational needs;
- The mode of travel is appropriate, safe and risk assessed;
- Expected travel times, both departure and return, are known and monitored;
- There is adequate and relevant insurance cover;
- Full details of the visit venue including the address, phone number and a contact name will be retained in school;
- There is a register of all the adults and pupils in the travelling group with the contact details of parents/guardians and the staff's and volunteers' next of kin. A copy will be retained in school.

3. The Visit Leader

A nominated qualified teacher will be appointed as Visit Leader by the Executive Head Teacher or a delegated member of staff. They will have overall responsibility for the supervision and conduct of the visit.

The Visit Leader will:

- Adhere to the school's Educational Visit planning process ensuring vetting requirements are met where appropriate;
- Appoint a deputy leader who will be fully briefed in all aspects of the visit;
- Be able and experienced in working with pupils of the relevant age range;
- Be conversant in the good practice for that activity;
- Be suitably qualified if instructing an activity;
- Undertake and complete the planning and preparation of the visit including the briefing of supporting adults and parents/guardians;
- Undertake and complete comprehensive risk assessments;
- Have regard to and monitor the health and safety of the group at all times;
- Know all the pupils proposed for the visit to assess their suitability. This may include creating Individual Pupil Plans (IPPs) for pupils who present a known elevated risk e.g. a pupil who has previously absconded from an educational visit;
- Observe the guidance set out for teachers and other adults below;
- Ensure that pupils understand their responsibilities.

4. Other teachers and adults involved in an educational visit

Teachers on school-led visits act as employees within the terms and conditions of their employment contract. They will therefore be acting in the course of their normal employment during their normal hours. They will be acting under an agreement with their Head Teacher and Governing Body if some of their time on the visit falls outside normal hours.

Teacher and other adults on the visit must:

- Undertake to fully familiarise themselves with all aspects of the visit to include educational outcomes and risk assessments;
- Ensure the health and safety of everyone in the group;
- Care for each individual pupil as would any reasonable parent/guardian;
- Ensure they follow the instructions of the Visit Leader and help with control, discipline and attainment of learning outcomes. Non-teachers will not have sole charge of pupils except where risks to health and safety are minimal;
- Cease the visit or any activity if they think the risk to the health or safety of the children in their charge or adults is unacceptable;

If the visit entails volunteers, they must:

- agree to provide information to school to enable a DBS with enhanced check for regulated activity (barred list check), if they are to work in an unsupervised capacity.
- 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
- Abide by the volunteer code of conduct – **Appendix 3**

5. Pupil Responsibilities

The Visit Leader will prepare pupils prior to the educational visit to ensure they understand that:

- They must follow the instructions of the Visit Leader and other supporting adults;
- They dress and behave sensibly and responsibly;
- They know who to talk to/seek help from if they are worried or concerned;
- They should not undertake any task/action that they may endanger themselves or the group.

Any pupils whose behaviour may be considered to be a danger to themselves or to the group will not be permitted to attend the visit. The curricular aims of the visit for these pupils will be fulfilled in other ways.

6. Parents/Guardians

The Visit Leader will ensure that parents are given full information about the purpose and details of the visit. Where appropriate, parents/guardians will be invited to a briefing session prior to the visit. The Visit Leader will also inform parents/guardians how they can help prepare their child for the visit.

Parents/guardians must:

- Sign the Visit Consent Forms;
- Provide the Visit Leader with a named emergency contact & telephone number;
- Give the Visit Leader all known relevant information about their child's health which might be relevant to the visit;
- Where there are known health requirements, they must ensure school has the appropriate medication e.g. inhalers, Epipens. Where school does not have the required medication for a pupil with known health requirements, such pupils will not be allowed to participate in the planned visit.

7. Risk Assessment

A risk assessment will always be carried out prior to the visit. The risk assessment will include the following considerations:

- Identification of known/possible risks;
- Detail safety measures needed to reduce risks to an acceptable level;
- Emergency procedures;
- Acceptable ratios of adults to pupils for this visit;
- Any unsupervised contact between volunteers and pupils to ensure appropriate vetting measures are in place.

The Visit Leader and other visit supporters will continually reassess the risks throughout the visit and take appropriate action where required to ensure pupil/adult safety.

When assessing the risks consideration will be given to:

- The type of activity and the level at which it is being undertaken;
- The location;
- The competence, experience and qualifications of supervisory staff;
- The group members' age, competence, fitness and temperament;
- The supporting adult's competence and vetting clearance;
- Pupils with special educational or medical needs;
- The quality and suitability of available equipment;
- Seasonal conditions, weather and timing.

8. Exploratory visit

Wherever possible the Visit Leader or nominated person will undertake an exploratory visit to:

- Ensure that the venue is suitable to meet the aims and objectives of the school visit;
- Assess potential areas and levels of risk;
- Ensure that the venue can cater for the needs of the staff and pupils in the group;
- Ensure that the Visit Leader and/or participating adult are familiar with the area/venue. In exceptional circumstances where it is not feasible to carry out an exploratory visit, contact will be made with the venue to seek assurance about the venue's appropriateness for the visiting group. This will include obtaining the venue's risk assessments for review.

9. First Aid

First Aid provision will be considered when assessing the risks of the visit. For adventurous activities, visits which involve overnight stays, or visits abroad one trained first-aider will accompany the group. All adults in the group will be advised how to contact emergency services and procedures for liaising with school should an emergency occur.

The minimum first-aid provision is:

- A suitably stocked first-aid box to be taken;
- A named person will be appointed to be in charge of first-aid arrangements;
- An emergency contact sheet will be included in the first-aid box.

When signing consent to the educational visit, Executive Head or member of SLT Teacher and, in the case of residential visits, Chair of Trust Board will assess if the level of first-aid is adequate.

10. Supervision

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

- Sex, age and ability of group;
- Special needs children;
- Nature of activities;

- Experience of adults in off-site supervision;
- Duration and nature of the journey;
- Type of any accommodation;
- Competence of staff, general and related to specific activities;
- Competence and behaviour of pupils;
- First Aid Cover

There should always be enough supervisors to cope effectively with an emergency. When visits are to remote areas or involved hazardous activities, the risks may be greater and supervision levels should be set accordingly.

Regardless of general supervision ratios, each visit will be assessed individually through the school's risk assessment procedure for educational visits. Where assessment indicates need staff to pupil ratios will be increased. **Note:** generic ratios do not apply to residential visits.

Manchester City Council guidelines on staff pupil ratios are	
Foundation Stage	A minimum of 1 adult to 6 children
Years 1-3	A minimum of 1 adult to 6 children
Years 4-6	A minimum of 1 adult to 10 children

Where a high adult: pupil ratio is required, it is not always feasible to use school staff alone. Parents/volunteers may be used to supplement the supervision ratio. They will be carefully selected, vetted (as detailed earlier) and ideally, they should be well known to the school and the pupil group. All parents/volunteers assisting residential visits will be vetted and have DBS/enhanced checks for regulated activity clearance.

All adult supervisors, including school staff and parent helpers must understand their specific roles and responsibilities at all times. In particular, all supervisors should be aware of any pupil who may require closer supervision, such as those with special needs or those with behavioural difficulties. **Teachers retain responsibility for the group at all times. For the protection of both adults and pupils, all adult supervisors should ensure that they are not alone in a one to one situation with a pupil.**

If the school is leading an adventure activity, e.g. canoeing, caving, Manchester City Council and the Trust Board must ensure that the Visit Leader and other supervisors are suitably qualified to lead and instruct the activity before they agree that the visit can take place. In such cases qualifications will be checked with the national governing body of each sporting activity.

Whatever the length and nature of the visit, regular head counting of pupils should take place. The Visit Leader should establish rendezvous points and ensure all pupils know what to do if they become separated from the party. The Visit Leader will ensure all participating adults are aware of school's emergency situation protocols and their roles in implementing such protocols. These include:

- Appendix 4: Pupil Absconding from an Educational Visit
- Appendix 5: Pupil Missing whilst on an Educational Visit
- Appendix 6: Accident or Injury whilst on an Educational Visit

Mobile telephone numbers of the Visit Leader and all adults supporting the visit will be exchanged prior to commencing the visit.

11. Photography

The Cherry Tree Trust does not permit the use of personal mobile phones to video or photograph pupils whilst travelling to or on-site at educational visits. All video or photographs should be taken using equipment owned and issued by the school. Please note this includes data memory cards. Adults supporting the educational visit who will be using school's equipment will be required to read and sign school's ICT Acceptable Use Agreement prior to commencement of the visit. The Visit Leader will ensure written parent/guardian consent is obtained before taking/using photographic images of pupils. This will include explicit consent for any planned use of images on school's website, the internet or release to the media.

12. Preparing Pupils

Wherever possible, pupils will be involved in planning, implementing and evaluating their own curricular work and have opportunities to take different roles within an activity. This may include considering health and safety issues.

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

13. Transport

All pupils should be made aware of basic safety rules including:

- Arrive on time and to wait in a safe place; when crossing roads to get to the transport do so safely and listen to the adult's instructions;
- Not to rush towards the transport when it arrives;
- Seat belts must be worn and pupils must stay seated while travelling on transport; if pupils feel unwell while travelling they must tell a teacher or the person who is otherwise responsible for the group;
- Make sure their bags do not block aisles on the transport;
- They should never attempt to get on or off the transport whilst in transit;
- They must not throw things out of the transport vehicle's windows;
- Only exit the vehicle when directed by an adult (unless in the case of an emergency where adult direction cannot be made);
- Never try to pass someone on steps or stairs;

- Never distract or disturb the driver;
- Stay clear of automatic doors/manual doors after boarding or leaving the transport;
- After leaving the vehicle, always wait for it to move off before crossing the road.

14. Pupils with special educational and medical needs

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

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.

15. Communicating with Parents/Guardians

Parents/guardians 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. The following information on matters that might affect pupil’s health and safety will be included in a letter to parents/guardians prior to each visit:

- Dates of the visit;
 - Times of departure and return;
 - Mode(s) of travel including the name of any travel company;
 - Details of accommodation with security and supervisory arrangements on site;
 - Names of the Visit Leader, staff and other accompanying adults;
 - Visit’s learning objectives;
 - Details of the activities planned and of how the assessed risks will be managed;
 - Insurance taken out for the group as a whole in respect of luggage, accident, cancellation and medical cover. Any cover to be arranged by the parents, if appropriate, will be requested;
 - Clothing and equipment to be taken;
-
- Money to be taken;
 - The information to be supplied by parents and details of what they will be asked to consent to.

Whilst residential visits have been referred to in this document they require further procedures to be in place. For details please refer to our Residential Educational Visits Policy.

16. Review

This policy will be reviewed every year by The Executive Head / A member of the Senior Leadership Team. At every review, the policy will be shared with the Trust Board.

17. 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

Appendix 1: proposed visit planning information

To be completed by the staff member proposing the educational visit, and submitted to the Assistant Head responsible for that phase (or another member of SLT in their absence).

Name of staff member proposing the visit:

Date of request:

Response required by (date):

Proposed trip information:

	TRIP INFORMATION	
Destination		
Trip date		
Travel distance		
Length of stay	Coach pick up time from school:	Coach pick up time from venue:
Purpose of visit / educational benefits		
Number of pupils		
Number of Staff		
Number of volunteers		
Transportation options		
Cost breakdown, including multiple options where available		
Resources required, including: ➤ Physical supplies		
Accommodation options, where applicable		
Insurance needed, where applicable		
Risk assessment plans and first aid provision		
Any additional information:		

Appendix 2: Risk Assessment Template



Newall Green Primary School - 'Aiming High To Reach Our Goals'

RISK ASSESSMENT FOR:

Completed by

Trip Leader

Date:

Review Date:

STEP 1	STEP 2	STEP 3	STEP 4			Step 5
HAZARD	WHO AFFECTED	CONTROL MEASURES	RISK/HARM	OCCURRENCE	RISK POTENTIAL	Notes
List the hazards here	Who may be affected?	What further action is necessary to control the risk? List the risks, which are not adequately controlled, and the action to be taken where it is reasonably practicable to do more.				

Risk/Harm	Occurrence	Risk potential (R/H X O)
1 - Trivial 2 - Minor 3 - Lasting more than 3 days 4 - Major injury to 1 person 5 - Major injury to several 6 - Death of 1 7 - Multiple death	1 - Improbable (probability close to zero) 2 - Possible (remote chance) 3 - Occasional (has been known) 4 - Frequent 5 - Regular (3 to 6 months occurrence) 6 - Common (1 to 3 months occurrence) 7 - Continuous (daily/weekly event)	1-14 - Low (L) 15-24 - Medium (M) 25+ - High (H)

Signed: _____

Date: _____

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 a member of our Senior Leadership Team 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.

This volunteer code of conduct will be used alongside the school's parental code of conduct, which can be found on our website.

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 told 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:

Appendix 4: Pupil absconding during / from an Educational Visit Protocol

In the event of an emergency:

Step 1	Alert all adults supporting the visit. If groups are in different locations, recall all groups to an agreed central meeting point. Mobile telephone numbers MUST be exchanged prior to the commencement of the visit- see Educational Visit Policy.
Step 2	Where possible, one adult (preferably a staff member) should follow the pupil at a distance. They should remain in contact with the Visit Leader at all times whilst following. As soon as possible, and if staffing ratios allow, one further adult should be directed to locate and accompany the original staff member who is following.
Step 3	The Visit Leader should contact and inform the Head Teacher / SLT of the situation as soon as possible. If the pupil has returned complete steps 5, 7 & 12 and notify school's Chair of Governors (in their absence the Vice Chair should be notified).
Step 4	If a pupil has absconded and will not return the Head Teacher / SLT should be advised. They will inform the Police immediately or delegate someone on the visit to dial 999 and provide relevant information.
Step 5	Head Teacher / SLT should inform parents/ guardians by telephone of the current status.
Step 6	On arrival of the Police ensure all known facts are given to officers. A request can be made for Police assistance with parent liaison.
Step 7	Head Teacher / SLT to commence incident log and accurately document all actions telephone conversations together with relevant factual information. (Ensure times and dates are recorded).
Step 8	Head Teacher / SLT to alert the Local Authority Director of Education and school's Chair of Governors (in their absence the Vice Chair should be notified).
Step 9	Police instructions should be implicitly followed.
Step 10	No press briefing should be made unless directed by the Police with the input of the Local Authority Media Relations Office.
Step 11	Head Teacher & SLT to hold a staff briefing when possible to advise of current situation. Ensure staff are aware of information sharing protocols.
Step 12	On return to school: Head Teacher, SLT & Visit Staff members to complete school's critical incident paperwork. A case review should be conducted as a priority together with a meeting with parents/guardians. Ideally this should be conducted PRIOR to the pupil's return to school.

Appendix 5: Pupil missing / abducted from an Educational Visit Protocol

In the event of an emergency:

Step 1	Alert all adults supporting the visit. If groups are in different locations, recall all groups to an agreed central meeting point. Mobile telephone numbers MUST be exchanged prior to the commencement of the visit- see Educational Visit Policy.
Step 2	If the pupil is missing the Visit Leader should instigate a controlled search of the last known location/ building.
Step 3	If the pupil is located the Visit Leader should immediately inform the Head Teacher / SLT who may direct the party to return to school or give permission to complete the Educational Visit. If directed to return refer to school's Pupil Missing/Abducted protocol and complete steps 6, 8 & 11 and notify the Chair of Governors (in their absence the Vice Chair should be notified). If the pupil is not located or is known to have been abducted the Visit Leader should immediately telephone to advise the Head Teacher / SLT of the situation.
Step 4	Head Teacher / SLT to inform the Police immediately or delegate someone to dial 999 and provide relevant information. Police instruction should be implicitly followed.
Step 5	Unless otherwise directed by the Police the Head Teacher / SLT should inform parents/ guardians (by telephone) of current status. This conversation should be carefully managed and pertinent details shared with the Police.
Step 6	On arrival of the Police the Visit Leader should ensure all known acts are given to officers. A request can be made for the Police to assist with further school and parent / guardian liaison.
Step 7	Head Teacher / SLT to commence incident log and accurately document all actions / relevant factual information. Ensure times and dates are recorded.
Step 8	If the child is not located or known to have been abducted the Head Teacher / SLT should alert the Local Authority Director of Education and school's Chair of Governors (in their absence the Vice Chair should be notified)
Step 9	No press briefing should be made unless directed by the Police with the input from the Local Authority Media Relations Office.
Step 10	Head Teacher / SLT to hold a staff briefing when possible to advise of the current situation. Ensure staff are aware of information sharing protocols.
Step 11	Under the direction of the Head Teacher / SLT, all staff should work with multi-agency partners to ensure parents, guardians and family members are supported.
Step 12	Head Teacher / SLT to discuss arrangements for post trauma counselling with the Local Authority.
Step 13	Head Teacher / SLT to arrange an emergency Governing Body meeting to advise of the situation and review safeguarding policy, protocols and arrangements.

Appendix 6: Accident whilst on Educational Visit Protocol

As soon as you discover a pupil or adult supporting the visit has been involved in an accident take the following action:

Step 1	Alert all adults supporting the visit. If groups are in different locations, recall all groups to an agreed central meeting point. (Mobile telephones MUST be exchanged prior to commencement of the visit). A staff member qualified in first aid should accompany every off-site visit. (Refer to Educational Visits Policy.)
Step 2	The Visit Leader should delegate an adult to seek assistance from the venue.
Step 3	The first aider should triage any pupils / adults, administer any temporary first aid measures and report findings to the Visit Leader.
Step 4	Should the injury warrant, the Visit Leader should phone 999 and request an ambulance. Where a pupil has been injured it is essential to advise that paediatric care is needed.
Step 5	The injured party should be monitored at all times by the qualified first aider. As this will adjust staffing ratios, the Visit Leader should reallocate pupil groups and ensure all supporting adults know who is now in their care.
Step 6	The Visit Leader should initiate and maintain contact with the Head Teacher / SLT to advise of the current and on-going situation.
Step 7	On arrival of the ambulance, the Visit Leader and first aider should ensure all known facts are given. If any pupils/ adults from the school's party are to be taken to hospital they should be accompanied by a member of staff. The Visit Leader should record which hospital will be receiving the casualty and notify the school. Ideally the first aider should remain with the school party.
Step 8	The Head Teacher / SLT should contact parents/ guardians then the Chair of Governors to advise of the situation as known. The Head Teacher / SLT should commence an incident log and accurately record all actions/ relevant factual information. (Ensure dates and times of action are recorded).
Step 9	The Head Teacher / SLT will decide if the visit should continue or if the party should return to school. If to return to school, the Business/ Office Manager should arrange transport.
Step 10	No press briefing should be made unless directed by the Police with the input of the Local Authority Media Relations Office.
Step 11	Under the direction of the Head Teacher / SLT, all staff should ensure parents/ guardians are supported.
Step 12	Head Teacher, SLT & Visit Staff members to complete the school's critical incident paperwork. A case review should be conducted as a priority together with a meeting with parents/guardians. Head Teacher and Governing Board to review the critical incident paperwork and the school's safeguarding arrangements.

Appendix 7: Residential Educational Visit Protocol

Residential visits

Staff ratio should be at least 1 member of staff for every 10 pupils.

- There must be at least one adult from each sex for mixed groups
- There should be a member of staff on standby who is able to join the trip if someone on the trip is needed elsewhere e.g. repatriation
- A telephone tree of contact numbers should be established prior to the visit in case of emergency.
- The group should ideally have adjoining rooms with teachers' quarters next to the pupils' rooms – the leader should obtain a floor plan of the rooms reserved for the groups use in advance;
- There must be separate male and female sleeping/bathroom facilities for pupils and adults
- The immediate accommodation should be exclusively for the groups use
- There should be appropriate and safe heating and ventilation
- The whole group should be aware of the lay out of the accommodation, its fire precautions/exits, its regulations and routines, and everyone can identify key personnel
- Security arrangements where the reception is not staffed 24 hours a day, security should be in force to stop unauthorised visitors
- All staff employed at the centre should be checked on their suitability for working with young people
- Locks on doors should work in the groups rooms but appropriate access should be available to teachers at all times
- There should be adequate space for storing clothes, luggage, equipment
- There should be adequate lighting
- There should be provision for children with special needs and for those who fall sick
- Balconies should be stable, windows secure, electrical connections safe
- Where possible pupils should not be lodged on ground floor rooms
- The fire alarm must be audible throughout the whole accommodation
- There should be an appropriate number of supervisors on duty during the night
- As soon as possible after arrival a fire drill should take place

'Plan B'

Despite the most detailed pre-visit planning, things can go wrong on the day, eg parent helper is unavailable, member of staff is ill, weather is unsuitable, transport fails to arrive, museum have lost booking etc. To avoid having to make important decisions under pressure, it is important that some thinking is done in advance, in order to cater for any foreseeable eventuality. This comprises 'Plan B'

Appendix 8: Educational Visit Protocol

