

Rationale

Well planned and executed educational visits provide our pupils with valuable experiences which enhance their learning at school. Providing a variety of 'real-life' opportunities for our children enables them to achieve a fuller understanding of the world around them through direct experience. Educational visits are an essential element of good primary practice.

Purposes

Educational Visits can provide stimulus and support to work being covered as part of the school curriculum. 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 learning journey 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 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.

The following guidelines support the planning and implementation of educational visits organised at Rucstall Primary School.

Headteacher / Educational Visit Co-ordinator

The Headteacher / EVC will endeavour to ensure that:

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

Group Leader

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

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

Other teachers and adults involved in a visit

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

Teachers and other adults on the visit must:

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

Responsibilities of pupils

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

- not take unnecessary risks
- follow the instructions of the leader and other adults
- dress and behave sensibly and responsibly
- look out for anything that might hurt or threaten anyone in the group and tell the group leader about it
- should not undertake any task that they fear or that they think will be dangerous.

Any pupils whose behaviour may be considered to be a danger to themselves or to the group may be stopped from going on the visit. The curricular aims of the visit for these pupils should be fulfilled in other ways.

Parents

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

The group leader should also tell parents how they can help prepare their child for the visit by, for example, reinforcing the school values and safe procedures.

Parents must:

- provide the group leader with emergency contact number(s)
- give consent through ParentMail
- give the group leader relevant information about their child's health which might be relevant to the visit.

Planning off-site visits

Whether the visit is to a local park, museum, swimming pool, or includes a residential stay, it is essential that careful planning takes place. This involves considering the dangers and difficulties which may arise and making plans to avoid them.

The Deputy Headteacher is responsible for planning all off-site visits. In practice, the detailed planning is delegated to the organiser of the visit or the group leader, but the Deputy Headteacher must be satisfied that the person planning the visit is qualified to do so and has the necessary experience.

The organiser / group leader must agree all plans with the EVC.

Risk Assessment

A risk assessment should always be carried out before setting off on a visit, using the LA's Risk Assessment Form. The risk assessment will decide the adult:child ratio for each visit. (See Guidance under 'Supervision'). The risk assessment should include the following considerations:

- what are the risks?
- who is affected by them?

- what safety measures need to be in place to reduce risks to an acceptable level?
- can the group leader guarantee that these safety measures will be provided?
- what steps will be taken in an emergency?
- what is the acceptable ratio of adults to children for this visit? (See section on Supervision.)

The group leader and other supervisors should continually reassess the risks throughout the visit and take appropriate action if pupils are in danger.

The group leader should take the following factors into consideration when assessing the risks:

- 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
- pupils with special educational or medical needs
- the quality and suitability of available equipment
- seasonal conditions, weather and timing.

Exploratory visit

Wherever possible the group leader should 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 group leader is familiar with the area before taking a party of young people.

If it is not feasible to carry out an exploratory visit, a minimum measure should be to contact the venue, seeking assurances about the venue's appropriateness for the visiting group. In addition, it may be worth seeking views from other schools who have recently visited the venue. In some cases, such as when taking walking parties to remote areas, it may be appropriate to obtain local information from the Tourist Boards.

First Aid

First Aid provision should be considered when assessing the risks of the visit. For adventurous activities, visits which involve overnight stays, or visits abroad it is sensible to have at least one trained first-aider in the group. The group leader should have a working knowledge of first aid and all adults in the group should know how to contact emergency services.

The minimum first-aid provision is:

- a suitably stocked first-aid bag;
- a person appointed to be in charge of first-aid arrangements.

First-aid should be available and accessible at all times. If a first-aider is attending to one member of the group, there should be adequate first-aid cover for the other pupils. The organiser and group leader should take this into account when assessing what level of first-aid facilities will be needed. The contents of a first-aid kit will depend on what activities are planned.

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 pupils
- nature of activities
- experience of adults in off site supervision
- duration and nature of the journey
- type of any accommodation
- competence of staff, both general and on specific activities.

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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.

As general guidelines, the following ratio of adults to children should be used (EVOLVE guidance should be referred to to check for changes in model policy):

Activity	Qualifications / staffing	Maximum Ratios
Local Visits - in the local area, close to school	<ul style="list-style-type: none"> An experienced group leader Other qualified leaders as numbers require - minimum of 2 (School Staff) 	Under 5 - 1:6 Under 8 - 1:8 8 - 18yrs 1 per activity / supervision group (max 1:20)
Day Visits - more than 60 miles away of one hour from school	<ul style="list-style-type: none"> An experienced group leader Other qualified leaders as numbers require - minimum of 2 (School Staff) Other responsible adults in support (parent helpers) 	Under 5 - 1:6 Under 8 - 1:8 8 - 18yrs 1 per activity / supervision group (max 1:12)
Residential Visits, UK or abroad	<ul style="list-style-type: none"> An experienced group leader Other qualified leaders as numbers require - minimum of 2 (School Staff) Other responsible adults in support (parent helpers) 	Under 5 - 1:6 Under 8 - 1:8 8 - 18yrs 1 per activity / supervision group (max 1:12) This does not include residential based staff
Open Country - any trip which involves: <ul style="list-style-type: none"> Working by water Away from a road or building 	<ul style="list-style-type: none"> An experienced group leader - Open Country qualified Other qualified leaders, Open Country qualified (School Staff) Other responsible adults in support 	Under 5 - 1:6 Under 8 - 1:8 8 - 18yrs 1 per activity / supervision group (max 1:12) This does not include residential based staff

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

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

Where a high adult:pupil ratio is required, it is not always feasible to use school staff alone. Parents with appropriate clearance may be used to supplement the supervision ratio. They should be carefully selected and ideally they should be well known to the school and the pupil group.

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

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

If the school is leading a residential activity, the LA must approve the visit before it can take place. Approval must be sought using the standard LA approval form.

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

Preparing Pupils

Providing information and guidance to pupils is an important part of preparing for a school visit. Pupils should have a clear understanding about what is expected of them and what the visit will entail. Pupils must understand what standard of behaviour is expected of them and why rules must be followed. The lack of control and discipline can be a major contributory factor when accidents occur. Pupils should also be told about any potential dangers and how they should act to ensure their own and other's safety. They should be told that the school behaviour policy will be followed.

Pupils should be involved in planning, implementing and evaluating their own curricular work and have opportunities to take different roles within an activity. This could include considering any health and safety issues.

Participation

Pupils should be assessed to ensure that they are capable of undertaking the proposed activities. During the visit they should not be coerced into activities they fear.

Pupils whose behaviour is such that the group leader is concerned for their, or others' safety, should be withdrawn from the activity. On residential visits the group leader should consider whether such pupils will return home early. If behaviour is a concern before a visit, then school staff may discuss arrangements with parents and could request parental support/attendance to allow the safety of all participants.

Information to pupils

It is for the group leader to decide how to provide information, but they should be satisfied that the pupils understand key safety information. Pupils should understand:

- 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

Transport and pupils

Pupils using transport on a visit should be made aware of basic safety rules including:

- arrive on time and wait for the transport away from the road, track, etc.
- do not rush towards the transport when it arrives
- wear your seatbelt and stay seated while travelling on transport
- make sure your bags do not block aisles on the transport
- never attempt to get on or off the moving transport
- never throw things out of the transport vehicle's windows
- never get off a vehicle held up by traffic lights or in traffic
- never run about while transport is moving or pass someone on steps or stairs
- never kneel or stand on seats or otherwise impede the driver's vision
- 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
- if you have to cross roads to get to the transport always use the Green Cross Code

- if you feel unwell while travelling, tell a teacher or the person who is otherwise responsible for the group

Pupils with special educational and medical needs

The Headteacher will not exclude pupils with special educational or medical needs from school visits. Every effort should be made to accommodate them whilst maintaining the safety of everyone on the visit. Special attention should be given to appropriate supervision ratios and additional safety measures may need to be addressed at the planning stage. Discussion about arrangements will be had with parents, where needed.

Communicating with Parents / Guardians

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. The following information on matters that might affect pupils’ health and safety is useful to parents, where appropriate, will be included in the letter to parents, carers and guardians prior to a 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 leader, or other staff and of other accompanying adults;
- visit’s 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 given by parents and what they will be asked to consent to.

Parental consent

Rucstall Primary School will seek consent for:

- adventure activities
- offsite visits, not considered local
- visits abroad
- other residential visits.

If parents withhold consent the pupil should not be taken on the visit, but the curricular aims of the visit should be delivered to the pupil in some other way, wherever possible. If the parents give a conditional consent the Headteacher will need to consider whether the child may be taken on the visit or not. The LA’s parental consent form should be completed for each pupil in the group on a residential visit or a school consent form for day trips.

Residential visits

Hostels and Hotels

The school will bear in mind the following:

- the group leader should ideally have adjoining rooms with staff quarters next to the young people’s – we will endeavour to obtain a floor plan of the rooms reserved for the group’s use in advance
- the immediate accommodation area should be exclusively for the use of the group
- access by staff to student rooms must be available at all times
- ensure that the whole party are aware of the lay-out of the accommodation, its fire precautions / exits, its regulations and routing, and that everyone can identify key personnel
- security arrangements – where the reception is not staffed 24 hours a day, security arrangements should be in force to stop unauthorised visitors
- ensure that locks / shutters etc. work on all the rooms used by the group
- storage of clothes, luggage, equipment etc., particularly safekeeping of valuables
- adequate lighting – it is advisable to bring a torch

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- provision for sick, disabled pupils or those with special needs
- safety in rooms (electrical connections, secure balconies)
- recreational accommodation / facilities for the group.

Farm visits

Rucstall Primary School recognises that farms can be dangerous even for the people who work on them. Taking children to a farm will be very carefully planned, and the risks to be assessed should include those arising from the misuse of farm machinery and the hazards associated with E coli O157 food poisoning and other infections.

The proposed farm will be checked to ensure that it is well managed, that it has a good reputation for safety standards and animal welfare and that it maintains good washing facilities and clean grounds and public areas. An exploratory visit should be carried out.

The basis rules for a farm visit will be:

We will never let pupils:

- place their faces against the animals or their hands in their mouths after feeding them
- eat until they have washed their hands
- sample any animal foodstuffs
- drink from farm taps (other than in designated public facilities)
- ride on tractors or other machines
- play in the farm area.

This policy should be read in conjunction with all other school policies, in particular Charges and Remissions and Teaching and Learning.

There are supplementary documents that are also used to ensure the policy is adhered to.

Below is HCC guidance:

Agreed policy and operational procedures for using an off-site venue regularly for outdoor learning and outdoor education

Background

If you use a site or activity regularly, establish an agreed set of operational procedures that will be used on each occasion rather than ask for continued approval. This can then become part of your establishment or group policy decisions. It can be sanctioned by the head of establishment for local activity. Where it would normally go to the Outdoor Education, PE and Sport Service for approval, it can be endorsed by them. It remains your operating procedure from that point on, not needing further approval, just normal policy review and improvement. The Service would welcome feedback on the number of events and numbers involved, but simply to establish the levels of activity.

Location	<i>Here you record the local name to be used for reference</i>
Description:	<i>A short description of the area to be used</i>
• benefits and opportunities	<i>A list of the opportunities possible and those targeted for use</i>
• any significant issues and hazards to be managed	<i>You may attach a risk/benefit assessment form (if required)</i>

Management agreements (control measures)

Group(s) concerned and size

Staffing required	Ratios to be employed	Qualifications or experience required
<p>How you deploy your:</p> <ul style="list-style-type: none"> • qualified staff • support staff and other employees(eg classroom/teaching assistants) per... 	<p>eg 1:12 maximum¹</p>	<p>For example:</p> <ul style="list-style-type: none"> • Outdoor Leader Award (Open Country) or specialist qualification • previous experience of the venture • induction by group leader or EVC

Note: See the examples in the *Open Country activities* section.

Pre-visit requirement (examples you might use)

- all new staff to pre-visit with experienced colleague to gain awareness of the location and its use/management
- one lead member of staff to pre-visit as close to the event as possible to check that the conditions are as expected
- research carried out: weather, ground conditions, warden, local knowledge, website... check phone coverage, again the check that conditions are as expected.

Approval requirement

This will vary according to the situation and agreements made:

- **within walking distance** – it is likely that parents are informed of this opportunity at the start of term or the beginning of the project, and simply require an update or reminder via a suitable source before the actual event. This could be the school brochure followed by a letter home if the venue is a significant distance from the base, or a simple verbal reminder or notice if close by
- **using local transport** – this will require a longer preparation period, a reminder notice to parents and, if unusual or not established, initial consent.

Equipment to be carried

This will vary considerably, but is agreed for the specific location, activity and group, eg:

Leader/staff

- leader kits for each group, eg first-aid, plastic bags/wipes
- mobile phones or means of contact (walkie-talkies in some circumstances)
- group medical background and contacts in a known place with lead individuals

¹ Maximum means that this can be further adapted for specific group or individual needs (eg reduce 1:12 to 1:8, or even 1:1 for special needs).

- planning and risk assessment/operational procedures cards for reference
- Plan B, incident and emergency cards available and known.

Children and young people

- agreed clothing and footwear, including waterproofs, in place
- spare clothing
- snacks and goodies as agreed
- drink as required (hot, cold, rehydration)
- resources for activities (how to be carried).

Plan B agreements (incidents, emergencies or action needed) for:

- poor behaviour
- poor weather
- sick child
- sick staff
- other incidents/significant incidents.

Specific organisational and management procedures recorded

These are your management agreements for all staff and young people. A policy record or sheet should be available for specific agreements to be used, eg:

- road-crossing management
- activity zone management
- supervision strategies and group management

Operational procedures

Before departure (again, generic examples)

- any preparation to be completed in school, including reminder of expectations set
- record of those going off site completed, and left with a suitable agency, eg an officer who is to act as base contact
- the group's recent behaviour reviewed and considered, and any necessary action taken
- staff briefed as required, all roles and responsibilities confirmed, major strategies confirmed
- aims (benefit/value) and expectations (behaviour) are affirmed
- leader equipment and resources collected and checked

- mobile phones checked and charged
- group to be met (resources, clothing, footwear checks) checked and briefed
- activity-specific organisation completed...

During the event

- proactive not reactive leadership! Enjoy the opportunity - the teaching and learning focus
- any specific controls initiated, eg road walk, road-crossing systems, river walk management
- home bases and equipment store sites agreed and used
- specific activity organisation carried out
- reinforcement by all staff of aims and expectations, consistent use of behaviour strategy
- agreed communication checked and used, eg from head counts to initiating Plan B
- supervision strategies followed.

After the event

- final head counts and equipment resource checks
- positive debrief (and thanks!)
- discussion/handover or return to indoor base
- report to the office/base contact 'all is well'
- record positive feedback and any issues (especially 'near-misses') or strategies that need implementation
- enhance planning if possible for the next visit!
- feedback to senior managers and parents - celebrate the event!

Example one: Clarendon Primary School Off-site activity policy and operational procedures

Activity	<i>outdoor learning and outdoor education</i>
Location	<i>Clarendon Countryside Site</i>
Description:	<i>Open ground, wooded area and access to the river 800 metres from the school site</i>
• benefits and opportunities (aims, objectives, outcomes...)	<ul style="list-style-type: none"> • <i>general use for outdoor learning and the primary curriculum</i> • <i>specific fieldwork, including river study</i>

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	<ul style="list-style-type: none"> • <i>team building and problem solving activities</i>
<ul style="list-style-type: none"> • any significant issues and hazards to be managed 	<ul style="list-style-type: none"> • <i>major road crossing</i> • <i>open countryside and uneven ground</i> • <i>river with variable flow and some undercut banks</i> • <i>access by the public/possible dog hazards</i>

Management agreements (control measures)

Group(s) A variety of groups will walk to this site at different times:

- individual class groups
- joint class/year groups
- small groups of pupils on an activity rota. However the management parameters will remain the same:

Staffing required	Ratios to be employed	Qualifications or experience required
<ul style="list-style-type: none"> • a professionally qualified member of staff with each small or teaching group, plus • support staff deployed accordingly, to meet maximum ratios and particular pupil needs employees (eg classroom/teaching assistants) per... 	<p>KS1 – 1:6 maximum², supported further by parent helpers</p> <p>KS2 – 1:12, supported further as the activity and pupils require</p>	<ul style="list-style-type: none"> • all staff inducted into the use of the site and its opportunities • at least one Outdoor Leader Award (Open Country) per outdoor learning visit • one Outdoor Leader per group when working close to the river

Pre-visit requirement

- All new staff to pre-visit with experienced colleague to gain awareness of the location and its use/management.
- One lead member of staff to pre-visit as close to the event as possible to check that the conditions are as expected.
- Research carried out: weather, local warden called to discuss, ground conditions local knowledge...

Approval requirement

- Approval is given by the headteacher when the planning is presented and approved. Governors are aware of the opportunities and benefits and this policy.
- Parents are informed of this opportunity at the start of term or the beginning of the project. Reminders are given via the newsletter and bulletin board so that

² Maximum means that this can be further adapted for specific group or individual needs (eg reduce 1:12 to 1:8, or even 1:1 for special needs).

appropriate clothing can be brought. The school brochure mentions the off-site work and its use by all classes.

- A class/group list, including adults, is left with the school office before departure.

Equipment to be carried

Leader/staff

- Leader kits for each group, eg first-aid, plastic bags/wipes.
- School mobile phone to be carried and turned on
- Mobile phone numbers agreed and recorded as the key means of contact.
- Group medical background is known and all necessary contacts are available via the office. When outside of school office hours, these will be carried by key individuals.
- Planning and risk assessment/operational procedures cards carried for reference.
- Plan B and incident and emergency cards
- Agency cards available and known.

Children and young people. This will be decided from:

- agreed clothing and treaded footwear, including waterproofs as required
- any spare clothing
- snacks and goodies as agreed
- drink as required (hot, cold, rehydration)
- resources for activities (and how to be carried).

Plan B agreements (incidents, emergencies or action needed) for:

- poor behaviour/sick child – follow the school policy/behaviour management agreements transferred to this site. If required contact the office for the nominated member of staff to travel to the site and provide the option of returning the child to school.
- poor weather – research carried out to decide clothing, eg warmth and rain. School group shelters to be carried. Shelter available at the warden's classroom
- sick staff – contact the nominated member of staff to help them return to school and seek a replacement. With larger groups it may be possible to work within maximum ratios without replacement – the visit leader to decide, if necessary, in conjunction with the headteacher
- other incidents/significant incidents – normal school policy to be followed with direct support for the off-site group. Possible return to school of pupils not involved, settled in hall if classrooms/staff not available.

Specific organisational and management procedures recorded

- Road-crossing management – all groups will cross Clarendon Road at the agreed location, using a wave system. One member of staff will be designated as leader and support each group over in turn. The system will be inducted to new staff and practiced in the playground for new groups.
- Activity zone management – please see the attached sketch map to show the location of key activity and home base areas. New ones/variations can be created, but must be shared with staff before the venture. A secure home base is essential.
- Supervision strategies and group management – all supervision is direct in ratios agreed. Headcounts should go on continuously using the group meeting system inducted to all new staff ('toes' and 'time outs'). Small-group work is only possible within the agreed activity zones when the group has shown evidence of successful working in school and then on site.

Operational procedures

Before departure

- Any preparation to be completed in school, including reminder of expectations set.
- The group's recent behaviour reviewed and considered, and any necessary action taken.
- Staff briefed as required, all roles and responsibilities confirmed, major strategies confirmed.
- Aims (benefit/value) and expectations (behaviour) are affirmed.
- Leader equipment and resources collected and checked.
- Mobile phones checked and charged.
- Record of those going off site completed, and left with the school office. The nominated incident member of staff informed that the group is off-site.
- Group to be met (resources, clothing, footwear checks), checked and briefed.
- Activity-specific organisation completed...

During the event

- Proactive not reactive leadership! Enjoy the opportunity – the teaching and learning focus.
- Specific controls initiated, eg road-crossing systems, river walk management.
- Home bases and equipment store sites agreed and used.
- Specific activity organisation carried out – see the planning files.
- Reinforcement by all staff of aims and expectations, and consistent use of behaviour strategy.
- Agreed communication checked and used, eg from headcounts to initiating Plan B.



- Supervision strategies followed.

After the event

- Final head counts and equipment resource checks.
- Positive debrief (and thanks to all parent helpers!)
- Discussion/handover or return to indoor base.
- Report to the office/nominated person that all is well.
- Record positive feedback and any issues (especially 'near-misses') or strategies that need implementation.
- Record and enhance planning if possible for the next visit!
- Provide feedback to the EVC and headteacher and consider parents and governors to celebrate the event!

Policy agreed by:

Educational Visits Coordinator

Date

Headteacher

Date

Policy Date:	January 2025
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