



Educational Visits Policy

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Related policies:

- Health and safety policy
- Charging and remissions policy
- Behaviour policy
- Safeguarding and Child protection policy
- Behaviour code for adults working with children
- 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

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1. Aims

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.

At Windrush Primary School, we believe that learning outside of the classroom is an integral part of development, it can contribute significantly to building and embedding knowledge across the curriculum and it can improve personal, social and emotional development in children. Each half term, children undertake a visit or have visitors in school to support their learning. This provides enriching life experiences and promotes learning in a wide environment. We ensure a consistent approach with equal opportunities for all children.

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
- Offsite visits which fall within the local area will be covered by the 'Local Learning Area' policy.

2. Legislation & 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 2023](#)

Sections of this policy are also based on the [statutory framework for the Early Years Foundation Stage](#).

3. Roles & 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

3.2 The educational visits co-ordinator (EVC)

Jill 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 the necessary training, advice and guidance
- Evaluate all visits once complete, from planning to the visit itself, and use this to improve future arrangements

3.3 Deputy Heads

The agreement and monitoring of trips and risk assessments across the school is divided between the two Deputy Head teachers:

- Lucy Wheatley – EYFS + KS1
- Jill Lewell (EVC) – KS2

3.4 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 and responsibilities and expected behaviour
- Complete a Trip Information Booklet to be shared with volunteers
- Make sure staff are capable and able to fulfil their roles at all times while responsible for pupils and others

3.5 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 Deputy heads
- 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

3.6 Parents & Carers

By signing the annual consent for trips and visits, parents are agreeing that pupils can take part in educational visits and agree that they will:

- Provide all information required, such as emergency contact details and health/medicine information if applicable
- Share any concerns or information about the pupil that may affect or impact their ability to safely take part in the trip
- Should parents/carers not wish their child to attend a specific trip, they will notify the school by email one week prior to the trip.

3.7 Volunteers

Volunteers attending school trips, including parent 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

3.8 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 & Preparation

The decision on whether or not a visit will take place will be made by Lucy Wheatley (EYFS + KS1) and Jill Lowell (KS2) 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
- 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 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 **Trip / workshop Planning Form (Appendix 1)** 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.

Parents will be notified of all trips. Annual consent will be adequate for all trips accept for those 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.

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.

4.2 Outline of School's Process & Procedures

Procedure: Planning a trip / workshop for in school

Three weeks in advance

1. Fill in the Trip/Workshop Planning Form (Appendix 1) and email this to Lucy Wheatley (EYFS and KS1) and Jill Lewell (KS2).

This form includes: details of the place to be visited, dates, timings, aims of the visit and cost implications (total cost for all trips for the year is not to exceed £20). The proposed dates will be checked with the school diary for both sites.

NB – please ensure consideration is given to music, PE sessions led by coaches and individual instrument

lessons when booking trips – these checks are the class teacher’s responsibility to manage and arrange swaps if necessary. If the trip involves Hub children – discuss arrangements with Hub leader.

2. The Deputies will agree the trip and email the planning form to the office and the teacher confirming authorisation for the trip.

The class teacher should then ensure upon this confirmation; the trip is added to the school dates including which classes are going on which days.

Class teachers are to book travel tickets using TFL School Party Scheme for the year group.

Two Weeks in advance

3. The office will notify parents of the trip and any cost implications via Bromcom. Please note these details will be cut and paste from the visit planning form.
4. Class teachers are encouraged to carrying out a pre-visit identifying the route and any risks there may be including appropriate provision for SEND pupils.

One week in advance

5. The office will check for:
 - outstanding payments (if appropriate) and send out a reminder to parents.
 - any requests to withdraw from the trip which should have been received via email.
 - notify the kitchen of the trip and request the number of packed lunches required.

Two School Days prior to the trip

Class Teachers to:

- confirm parent volunteers – name on Trip Specific Risk Assessment (where possible)
- Complete the Trip Specific Risk Assessment and hand to Lucy Wheatley / Jill Lewell / Carrie Lee (Thamesmead) to sign
- Ensure the play team leader is notified if mid-day meals supervisors are out and any duties of school staff are swapped.

The day before the trip

- Office to send a reminder Email notifying parents of the trip the next day.
- Class Teachers to prepare the children for the trip along with any workbooks, activity packs required as well as the Trip Information Booklet (Appendix 4) for adults accompanying (See Checklist Appendix 5)

Day of the trip

Class teachers to:

- meet adults, share Trip Information Booklet, Risk assessments and ensure it is signed.
- Review expectations with children. See Checklist (Appendix 5)

After the trip

Class teacher to evaluate the trip, give brief feedback on the risk assessment and hand in completed RA to

the EVC (Jill Lewell)

Local area walks include:

At Windrush, we recognise and value the learning opportunities that can be accessed within our local area. We define this local area as places that can be reached within a 15 minute walk from the school up to and including:

- Charlton: The Thames Barrier, Maryon Park, the road leading up to McDonalds.

The potential risks on these trips are identified on the Generic Risk Assessment and as such, do not require an additional risk assessment. They also follow a different procedure for organising as outlined below.

For these trips, parents require 24 hours' notice via MCAS.

Procedure for organising a local area walk

Class teacher to:

- check the school diary for provisional date.
- If the diary is ok, add the local walk stating: where, which class and approximate time e.g. Local walk – 2C Park 1:30
- If applicable – Classes with children in hub: staff to contact hub leader to discuss provision
- Email the office with this information and copy in deputies (a minimum notice period of 24 hours is required to tell parents).
- Office staff will send a message via Bromcom informing parents the day before the walk.
- NB – if volunteers are required to accompany the walk, this will need to be stated in the email and more notice given in order to organise this.
- On the day of the trip, ensure you take:
 - Hi vis jackets
 - medication,
 - first aid kit
 - school mobile
- Staff should sign out on inventory selecting 'School Activity' as the reason
- Please tell a member of the office staff as you leave – going on local walk.

Forest School:

At Windrush, our children in EYFS and Y1 access Forest school. This is situated in the KS1 playground at Thamesmead and in Mayron Park for the Charlton site.

For Charlton, the Generic Risk assessment covers the details of walking to and from the site and a specific RA for the Forest School site itself (provided by 'Maryon Park Community adhered to. Thamesmead has their own Forest School Risk Assessment. As this is a regular visit, only one Trip Specific Risk Assessment needs to be completed and signed prior to the first visit of the year. This is then applicable for the rest of the weeks which follow and may be annotated to reflect any additions or changes as a working document. At the end of the term, this will be evaluated and returned to the EVC to file.

Prior to each Forest School session on each site, staff are required to carry out a safety sweep of the route to and of the Forest School site itself to look for and assess immediate risks to ensure the safety of the site. Some of the things to look for are outlined on the checklist below. Should any of these areas appear unsafe, staff are to report them to SLT and no children will be taken to the site until the issue is rectified.

Route/Site Checklist

- Obstructions to pathways en-route.
- Fallen/ low-hanging branches/hanging deadwood
- Brambles/nettles/holly
- Slippery areas.
- Broken glass/needles/litter.
- Vandalism/intruders.
- Boundary fence intact.
- Seating logs in Basecamp stable and arranged in a circle.
- Branches on climbing trees undamaged
- Bee / wasp nests.

No children are to be taken to Forest School unless these checks have been completed.

Procedures for Forest School Visits:

Beginning of the half term

- Forest school timetable is arranged by the Early Years and Year 1 teachers / Year group leads.
- Office notify parents via Parentmail informing them of when the weekly Forest School visits will begin

Three days before first visit

Class teacher to:

- read the Forest School Site Risk Assessment and the Checklist
- complete an initial visit to familiarise themselves with the route, site and points on the checklist and risk assessment.
- complete the School Forest School Risk Assessment noting individual pupils and specific considerations for class.

Two days before first Forest School visit

- Hand completed risk assessment to Lucy Wheatley / Carrie Lee to sign
- Prepare the children for the visit

Day of any Forest School visit

Class Teacher to

- visit the Forest School site and complete the checks listed on the checklist - any issues that cannot be rectified result in the cancellation of the visit
- assess risk based on weather prior to leaving school
- ensure children are dressed appropriately
- Charlton staff to sign out via Inventry – School activity or let office know to do so.

5. Risk Assessment

We will carry out a full risk assessment before the start of all trips.

Compliance with the school's **Generic Risk Assessment (Appendix 2)** is expected and a **Trip Specific Risk**

Assessment (Appendix 3) will be completed and approved by the deputy headteachers.

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 deputy head teachers and, where appropriate, third party vendors.

Every risk assessment will be approved by the deputy head teachers, and a copy taken on the visit and another copy left with the EVC.

5.1 Staff ratios & first aid

Risk assessments for each visit will ascertain the safe level of supervision required and will be judged on a trip by trip basis. The following ratios may be used as a guide:

EYFS - 1:4, Years 1 + 2 - 1:6, Years 3 + 4 - 1:8, Years 5 + 6 1:10, Residential visits (Y6) – 1:12 with additional organisational staff in place.

On all educational visits, we will make sure:

- For EYFS trips, at least 1 qualified paediatric first aider 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.
- 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.

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, whilst 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 ahead of the visit.

Volunteers will receive a full induction from staff members on the day of the visit, prior to departure, including their responsibilities, expected behaviour, the process for raising concerns, emergency procedures. They will be given a **Trip Information Booklet (Appendix 4)** which includes contact details, and the expected timetable of the trip along with the code of conduct for working with children and the generic risk assessment. In addition, volunteers will be asked to read and sign the Trip Specific Risk Assessment.

Where practical and as required by the nature of visits (i.e. when volunteers may be left with children 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 a pupil.

7. Communication & consent

Annual consent for trips and visits will be collected at the start of each academic year (or within the new starter pack for in-year admissions). Parents will be notified via Parentmail of all trips / visits taking place two weeks prior to the event or the day before for local area visits. Information provided will include the date, travel times, destination, purpose of the visit and if specific clothing or lunch is required.

8. Emergency procedures & 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.

In cases where a child or children need urgent medical attention, one staff member will accompany that child (or children) for treatment, while other staff members and adults remain with the rest of the group. School will be notified at all times, and they in turn will notify parents.

In the unlikely event that a child becomes separated from their group, the trip leader and one other member of staff will search the immediate vicinity. Another member of staff will assume overall responsibility for the group during the absence of the trip leader to maintain the safety and well-being of the other children. If the child is not found after approximately 20 minutes, the trip leader will phone the school office to notify them and ascertain whether they have any information. The school will notify the parents. The trip leader will contact the police after 30 minutes of the child going missing. Once the police arrive, all relevant information about the child will be given, so that the police can take over the search. The trip leader will

remain with the police to comfort the child when found and maintain regular contact with the school. The remaining staff and adult helpers will return to the school with the rest of the children. When the situation has been resolved, the head teacher and SLT will conduct a full investigation to ascertain how the incident occurred and revise the risk assessment procedures where appropriate.

Prior to the trip, children will be briefed on the following steps to follow if separation from the group occurs:

- Wait where they are so that the trip leader can re-trace their steps to locate the child
- If a child has been left on the bus, they are to speak to the driver of the bus only
- If a child has been left on the tube/train, they are to get off at the next station and wait
- Speak only to adults in uniform, e.g., TfL staff, police etc. but under no circumstances go with them

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. Residential Visits

The headteacher, together with the governing board, 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 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 this 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 and Commonwealth Office's overseas travel guidance](#) and [foreign travel advice](#) when organising these visits.

10. Review

This policy will be reviewed every two by the EVC. At every review, the policy will be shared with the full governing board.

11. Appendix 1: Trip/Workshop Planning Form

SCHOOL TRIP / WORKSHOP PLANNING FORM

Trip Details for Class:

If applicable are Hub children to be included: YES/NO

Visit to:

Date of Visit:

Reason for Visit:

Use parent friendly tone to be cut and paste – be as informative as possible

We will be leaving at:

We will return by:

Proposed Itinerary/Including planned route :

E.g 10am: Arrive, 10:15 workshop, 12 lunch (lunch room), 1 – return)

We are travelling by:

Packed Lunch: YES/NO

School Uniform: YES/NO

Total Cost of trip:

Cost of Trip, per child : Free/Cost £

Parent Volunteers Needed: : YES/NO

Form Submitted by:

Date:

SLT approval:

For Office Use only

Date email Sent:	
Deadline for Lunch/Withdrawal:	<i>1 week after email sent:</i>
Reminder for trip:	<i>1 day prior to trip:</i>

12. Appendix 2: Generic Risk Assessment



Windrush Primary School – Generic Educational Visit Risk Assessment

Risk	Who is at risk?	Control Measure – What are you already doing to mitigate the hazard?	What further action is required?
Pupil lost or separated from group – <u>walking</u>	Pupil	Children to walk in pairs wearing Hi-Vis jackets with school contact details All adults to have group leader school mobile number in case of separation/incident Adults to lead, adults spread evenly throughout and a member of school staff at the back at all times. Group leader should be mindful of the speed of walking – groups can be easily separated – pause regularly to avoid separation, regularly look back to ensure all are following. In busy public places, extra care and vigilance is undertaken Regular head count by class teacher/supervising adult throughout journey and trip at key transitions. Adequate staff to pupil ratios adhered to (Suggested: EYFS - 1:4, Years 1 + 2 - 1:6, Years 3 + 4 - 1:8, Years 5 + 6 - 1:10) Vulnerable children including those at risk of wandering off identified and supported – staffed accordingly	Hi-vis jackets worn by children
Pupil lost or separated from group – <u>bus</u>	Pupil	Adult to lead children onto the bus and to the seats upstairs. Adult to remain on the street until whole class is on board. Children to hold on when walking up the stairs - single file. All children to have a seat where possible – If children need to sit downstairs (over-crowding or SEND need), school adults to be spread appropriately for supervision Children told prior to trip the bus stop they will get off and informed in good time before needing to get off the bus. Wait until bus is stationary before instructing children to move. One adult to lead children off the bus, one to remain until last child off. Children told where to stand once off the bus – e.g. against a wall away from the road.	If separation occurs: Child left on the bus, to speak to the bus driver only
Pupil lost or separated from group – <u>tube / train</u>	Pupil / adult	Ask TFL staff to escort on and off the train if the station is busy Wait on the platform, standing back from the edge in as quiet a place as possible. When boarding, adult to stand in the doors and direct children onto / off of the train/tube. Aim for all class to be in the same carriage. Children to sit where possible or hold hand rails. Adults stand with their groups and ensure pupils are in their sight. Children told prior to trip the tube stop they will get off and informed in good time before needing to get off the tube. Wait until train/tube has stopped before instructing children to move. Children directed to stand in a safe place once off the tube – e.g. against the wall School member of staff to get off last, checking the train/tube is clear and everyone has got and off. Adults to do an immediate headcount of their group	If separation occurs: Children to follow briefing - get off at the next station and wait. Speak only to adults in uniform, e.g., TfL staff, police etc. but under no circumstances go with them.
Pupil lost or separated from group – <u>Location</u> (museum, park etc.)	Pupil	All children wearing Hi-vis jackets Children told to stay with their partners Boundaries for group to stay within at the location clearly set by adult e.g. within gallery 5 Children to be in small groups overseen by a named adult to ensure maximum visibility	If separation occurs: Children to wait where they are so trip leader can re-trace steps to locate the child. Child to notify uniformed staff if delay
Injury due to trips / falls	Pupil	Sensible pace maintained, pauses to avoid children running to catch up Leader to dynamically manage situations First aider kit brought to treat any minor injuries. Call 999 if serious.	

Crossing the road Being knocked down by traffic	Pupil/ adult	Use of appropriate crossing points were available— traffic lights, zebra crossings etc. Where this is not available (e.g. smaller side streets) – adult to select an appropriate crossing point e.g. away from the corner. Adults to be positioned in the road on the side of the oncoming traffic, only leave once all children across. Children led across the road by an adult once safe to do so – sensible pace to avoid running and tripping Children to walk across sensibly in pairs.	Basic road safety rules covered with children and adults prior to the visit. In the case of a serious incident contact 999 and school
Exposure to weather conditions: —over exposure to sun, rain, cold weather	Pupil	Daily weather forecast obtained, on day conditions assessed and plans adjusted as necessary • All participants have suitable footwear, clothing and equipment for expected conditions (Parentmail may be sent day before trip to remind parents of requirements of sun cream etc.)	
Serious incident - Road traffic accident	Pupil / adult	Contact 999 - Mobile phone communication to school in the case of a serious accident or emergency. First aiders to call for ambulance then notify school who would contact parent. Visit leader to oversee / take control of the class, other adults to support.	
Toilets Stranger danger	Pupil	Children to be accompanied to the toilet by a school adult - All younger children to be accompanied into ladies' toilets unless male school staff available to accompany into men's toilet. Older boys will need to use male toilets – if no male school staff to accompany, female school staff to stand in the doorway and notify the public that children are coming in. Children to use cubicles. Head count in and out.	
Illness Travel sickness Medical emergency	Pupil / adult	Staff members to be aware of medical issues of class and guidance in school medical book. Children who require specialist medical treatment to be accompanied by trained member of staff – may consider taking flow chart from medical book if group leader deems it to be necessary Medication carried for pupils with known medical issues – e.g. epi-pens – asthma pumps First aid kit carried by school first aider to include sick bags If travel sickness is known to be an issue – C.T to discuss options e.g. medication required with parents prior to the trip.	In cases where a child needs medical attention, one staff member will accompany them for treatment, while other adults remain with the group. School notified and will contact parents.
Anxiety	Pupil	Children to be fully prepared for the trip prior to it taking place including: Knowing the purpose of the visit, the planned route - including where they will get on and off public transport and what to do in the event of separation. The planned itinerary for the day including activities, lunch arrangements etc. Children who require additional preparation should receive this in a way that is accessible to them in advance of the trip. This may include: visuals, social stories, trip behaviour plan.	
Poor behaviour leading risk of accident or injury	Pupil	Children made aware of expectations of behaviour during trip preparation e.g. staying with partner and adults, not talking to strangers. Suitable adult/pupil ratios followed Children paired and grouped to support positive behaviour management Children with individual behaviour needs to be identified on Trip Specific Risk Assessment.	
Risk of injury from road traffic accident (Coach / minibus)	Pupil / adult	Reputable coach / minibus companies used – fitted with seatbelts and fully insured. Children to stay in seat with seatbelt on at all times – adults to check this before setting off First aid kit carried, baggage stowed appropriately Adults to be positioned throughout (not just sat at the front) Children to enter and exit vehicle from pavement side In the event of a breakdown, children to exit the vehicle safely and wait away from the road Headcount completed	See serious incident / medical emergency notes)

Volunteers without a DBS		Volunteers for trips to be shared with SLT prior to the trip Volunteers to remain in eye sight of the teacher Children's groupings to take into account the experience of adult.	
Waterside Risk of falling in Drowning, cold water shock	Child/ adult	See 'Pupil lost or separated from group' - children informed of risks of canal prior to walk Leader to stick to paths and walk on opposite side to the edge of the canal If a someone falls in – group leader to assess situation: Options: child is able to stand and climb out with support – adults on side to help, if not, an adult will be required to get in to support (others supervise group), use of life aid to support if required. Child is in deep water: tell child to float on their back, call 999, look for a floatation aid to support. Do not jump in. Serious injury / Emergency – follow serious incident procedure.	Trip leader to assess if child who has been in the water should return to school – parents called. Monitor / be aware of potential for illness from water. Suggest to parents to attend hospital as child may require a jab.
Unfamiliar dogs Risk of Bites or scratches, knock-over injuries, distress to child or dog	Child/adult	Children briefed not to approach dogs; adult supervision maintained; no contact without owner permission; hand hygiene observed; medical needs identified	

13. Appendix 3: Trip Specific Risk Assessment

Windrush Primary School – Trip Specific Risk Assessment



Class	Trip Location	Trip leader	Date
Planned Route:	Itinerary: Leave School: Arrive back: Lunch: on / off site	Adults accompanying trip: Ratio: Names:	

To be shared with school staff only

Class specific			
Risk	Who is at risk? Name of child:	Control Measure – What are you already doing to mitigate the hazard?	What further action is required?
Known medical conditions		(List medication to be used in line with care plan e.g. Asthma pump, Epi Pen)	
SEND / SEMH / Behaviour			
Additional Trip Specific Risks Identified If Applicable			
Signed by SLT:			

Windrush Primary School –Risk Assessment confirmation



Please indicate the following have been shared with adults accompanying the trip including parents:

Generic Risk Assessment shared Volunteer Handbook shared Class Preparation undertaken

Signatories –	
School Staff: Group Leader: _____ Support Staff: _____	Parents/ volunteers: Confirmation of seeing Generic Risk Assessment and receiving the Trip Information Booklet _____ _____

Please complete and return to SLT after the trip

Evaluation of trip: Did it meet expectation? Was it as valuable as you hoped? Worth the cost / time out of school? Considerations or recommendations for next time if any.
Any accidents or near accidents/incidents?
Any other significant notes:

Appendix 4: Trip Information Booklet

[illegible][illegible]

Windrush Primary School

Behaviour Code for Adults Working with Children

Responsibility of all staff and volunteers

Respect children and young people

- Speak to children in a respectful manner
 - address children by name (where possible)
 - model good manners – e.g good morning, please, thank you, you're welcome and expect the same back
 - never use disrespectful names, tones or phrases such as 'shut up'
 - avoid behaviours such as clicking or 'shouting' children
- Listen to our children and avoid preconceived judgements
 - take active steps to fully explore issues and find a satisfactory resolution for all involved – this may include involving other members of staff or seeking advice or support from the SLT.
- Model the behaviour we expect from children e.g. silence on the stairs, courtesy
- Value and take children's contributions seriously
 - never belittle, humiliate or embarrass a child

We respect diversity and are inclusive

- Treat children and young people fairly and without prejudice or discrimination
- Avoid showing favouritism or negative preconceptions/prejudices
- Understand that children and young people are individuals with individual needs
- Are curious about challenging behaviours recognising it as a form of communication and seek to identify the underlying issue
- Do not use derogatory terms to refer to or describe a child

We maintain appropriate relationships

- Ensure contact with children and young people is appropriate and relevant to the nature of the activity you are involved in
- ensure that whenever possible, there is more than one adult present during activities with children and young people
 - if a situation arises where you are alone with a child or young person, ensure that you are within sight or can be heard by other adults, keep the door open
 - if a child specifically asks for or needs some individual time with you, ensure other staff or volunteers know where you and the child are
 - In the sensory room, where the above measures cannot always be adhered to, CCTV will be in place to ensure the welfare of all
- only provide personal care in an emergency and make sure there is more than one adult present if possible unless it has been agreed that the provision of personal care is part of your role and you have been trained to do this safely.

Inappropriate behaviour

When working with children and young people, you must not

- allow concerns or allegations to go unreported
- act in a way that can be perceived as threatening or intrusive
- take unnecessary risks
- develop inappropriate relationships or make inappropriate promises
- smoke, consume alcohol or use legal substances
- let children and young people have your personal contact details (mobile number, email or postal address) or have contact with them via a personal social media account
- engage in behaviour that is in any way abusive
 - including making sexually suggestive comments or gestures to or in front of children and young people

 Thank you for giving up your time to accompany us on this trip.

Just a few reminders for the day:

Please do

- Follow the 'Behaviour code for adults working with children'
- Ensure you have read and signed the 'Generic Trip Risk Assessment'
- Listen to and act on instructions from staff
- Keep your group of children near you all day, both on the journey and during the trip
- Pay attention to potential dangers and raise concerns with staff
- Tell the teacher or teaching assistant if a child feels ill or has an accident or if you have any other concerns about a child
- Tell the teacher or teaching assistant if a child wants to go to the toilet
- Ask school adults if you have any concerns of questions

Please do not

- Share inappropriate personal information with pupils
- Give the children sweets, chocolate or treats
- Take photos of children
- Use your mobile phone when supervising the children
- Smoke/vape where the children can see you

15. Appendix 5: Trip Checklist

Educational Visits Checklist

Two days before the trip

- Confirm adult's accompanying the trip including volunteers. Ensure they know what time to be in the Community room in order to receive the trip briefing and Risk Assessment.
- Check there have been no parental requests to withdraw from the trip
- Check the weather – Request office to send information regarding raincoats / sun cream etc. to parents via Bromcom if appropriate
- Trip Specific Risk Assessment to be handed to SLT to sign including adults accompanying the trip – ensure pumps etc. are in school as required
- Complete the Trip Information booklet for adults accompanying trip including grouping children and allocating supervising adults

Day before the trip

Preparing the children: Children will be made aware of the following in an age appropriate way

- The purpose of the visit,
- The route - including where they will get on and off public transport
- The planned itinerary for the day including activities, lunch arrangements etc.
- Any trip specific information linked to the risk assessment / route (managing escalators etc.)
- Expectations of behaviour
- Safety information including what to do if they become separated:
- Wait so that the trip leader can re-trace their steps to locate the child
- If a child has been left on the tube/train, they are to get off at the next station and wait
- Speak only to adults in uniform, e.g., TfL staff, police etc. but under no circumstances go with them

Morning of the trip

- Collect lunches; first aid kit; medications including epi-pens, asthma pumps.
- Hi-vis jackets ready for children
- Risk assessment signed by SLT and school staff and ready to share with volunteers
- Trip Information Booklets ready for volunteers
- Equipment for children necessary for the trip – pencils, work booklets etc.
- Travel tickets
- Take the morning register for the class as usual – check they have packed lunches
- If you know the class will be out for the whole day – complete the afternoon register by marking pupils with a V. If you will back for the afternoon register, leave to complete as normal.

Before leaving school

- Ensure all adults have been briefed, received the Trip Information Booklet and signed the Risk Assessment.
- Revisit key behaviour and safety information with children (volunteers to be present for this briefing)
- Ensure children know their partner/ group / supervising adult
- Ensure children have been to the toilet
- Check children have hi vis jackets / coats / lunches

- Complete a headcount
- Ensure all adults have signed out stating 'School Activity' in InVentry

After the Trip

- Sign back into school on arrival back
- Return school mobile to office – put on charge ready for next visit.
- Complete the Trip Evaluation on the back of the Risk assessment and return to Jill Lewell / Carrie Lee